DOCUMENT RESUME

ED 191 059 CS 205 780

AUTHOR	Keech, Catharine
TITLE	Topics for Assessing Writing through Writing Samples. Evaluation of the Bay Area Writing Project. Technical Report.
INSTITUTION	California Univ., Berkeley. School of Education.
SPONS AGENCY	Carnegie Corp. of New York, N.Y.
PUB DATE	79
NOTE	95p.: For related documents see CS 205 779-786. A number of pages may be marginally legible.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Educational Assessment: Elementary Secondary Education: Evaluation Methods: Pictorial Stimuli: *Stimuli: *Student Evaluation: Verbal Stimuli: *Writing (Composition): *Writing Instruction
IDENTIFIERS	*Bay Area Writing Project: *Writing Topics

ABSTRACT

Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers topics for use in obtaining writing samples by which to evaluate student writing. An introduction explains the classification of the topics and suggests ways of selecting topics. The topics themselves are offered in nine appendixes. Four of the appendixes list topics for expressive writing, categorizing them as pictorial and musical stimuli, verbal fragments, hypothetical situations, and short topics. The next three appendixes list expository and transactional writing topics, classifying them as topics for argument or evaluation, for transactional writing, and for critical (expository) writing. The eighth appendix contains topics for obtaining writing samples in the expressive and expository modes. The last appendix lists the revised writing objectives of the National Assessment of Educational Progress (NAEP). (RL)

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EVALUATION OF THE BAY AREA WRITING PROJECT

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A Technical Report

Funded By
The Carnegie Corporation

1979

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TOPICS FOR ASSESSING WRITING THROUGH WRITING SAMPLES

A. DISCUSSION OF TYPES

B. APPENDICES, SAMPLE TOPICS

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Research Assistant
Bay Area Writing Project
Evaluation Committee
1977 (revised September 1979)

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INTRODUCTION

It is difficult to summarize descriptions of the many different approaches to obtaining samples of student writing for evaluation. The method of classifying topics I have used is easy to quarrel with, but the attempt to classify by stimulus topic, or type of prompt,as well as by mode of writing called for, should give us some sense of the options we have in settling on our own final design.

There are three questions we probably want to answer before selecting a type of prompt from those gathered here, or inventing new ones.

1) How different should our two samples of writing be?
   a. Should not only the stimuli, but also the type of writing solicited by totally different, non-overlapping?
   b. Should the stimuli be different to guarantee most students two chances at inspiration, but some overlap of response types be allowed?

2) Should either or both writing samples share evaluational objectives with other writing assessments, in particular:
   CEEB, English Composition Test
   BAWP School-based Assessments
   Subject A Exam
   State Colleges Freshman English Equivalency Exams
   NEDT
   NAEP
   SAT scores (verbal) or other objective standard tests
   TSWE

3) In light of our answers to 1 and 2, and our knowledge of the teaching objectives of BAWP teachers (if any shared objectives can be named), what are our objectives--what do we in fact hope to measure in each of our two, twenty-minute writing samples?

(NAEP Writing reports 05-W-02 and 05-W-03 include discussions of what each writing sample is attempting to assess. Our objectives may well be more general, in most cases, but their discussion, especially of <u>expressive writing</u>, may be useful, and <u>is included in Appendix A</u>.)

MODE ONE: EXPRESSIVE TO POETIC

James Britton uses the term "expressive writing" to describe writing which is done for oneself or a trusted other. This is the most informal and intimate of writing modes, and is useful when writers are working out what they think, or are exploring ideas or language. Expressive writing is usually highly personal in reference and content. Britton suggests that writers may move in one of two directions as they begin to write for more distant audiences. The writing may become literary, which he calls "poetic", and which retains much of the subjective, concrete, and personal quality of the expressive. Or it may become transactional, in which case the student is more likely to write objectively, impersonally, or more abstractly, as the audience becomes more distant.

For convenience in compiling examples, I have grouped expressive to poetic writing tasks by type of stimulus, rather than by rubric or type of response desired.

Testers have grouped types of response in various ways, and the stimuli collected in Appendices A-D could be regrouped to reflect their tendency to elicit writing that was specifically:

associational
autobiographical
fictional/poetic
analytical
fantasy
etc.

These responses can be specified in instructions for any of the stimuli. Alternatively, we could abandon stimuli altogether and simply specify composing forms, e.g. essay, journal, letter, personal narrative, interior monologue, poem, etc.

Generally, what Mode One topics and rubric are designed to elicit, which differs from the responses called for by Mode Two questions, can be called self-expression, or writing for itw own sake. The writer is usually expected to explore his ideas or perceptions through non or semi-analytical forms, like description, marration, fantasy, interior monologue, character sketch, journal/memoirs, etc. Insights need not be made explicit, but may be enacted or dramatized. Much of this writing will be particular and concrete rather than general or abstract, more subjective than objective, more reportorial than analytical, more often organized chronologically than hierarchically.

The primary purpose of such writing may be characterized as "sharing". The nature of the audience is realtively less important than the writer's own exploration of ideas and forms: "I have something to give: you may take it or leave it. I will try, indirectly, through showing not telling, demonstrating not arguing, to allow you to see what I see. I have nothing to prove, only something to share."

Types 1 and 2: Pictorial, musical, or verbal fragment stimuli tend to be best at triggering relatively unstructured, associational (stream-of-consciousness, or "This reminds me of...") or fantasy writing. We can also expect some narration, some straight description, some memoirs. NAEP got some analytical responses to their piece of music, because they had left the question wide open. (see Appendix A) But they down-rated analytical or matter-of-factly descriptive responses to one of their picture exercises because instructions had specifically called for "personal feelings" and projection of oneself into the world of the picture.

Three sets of instructions given at the beginning of Appendix B may suggest ways of encouraging greater or less freedom of response. In any case, unless, as in NAEP, "personal feelings" and imagination are expressly called for, any and all types of responses must be accepted and judged on their own terms. This makes increased difficulties for readers using primary trait or analysis scoring guides. Even holistically, it is possible the variety of forms of response could lessen reliability.

Choices: One of the great drawbacks of offering a single picture or poetic fragment is the chance that a significant number of the children will not find inspiration there. The Schools Council Working Paper #9, (Appendix A) solves this problem by giving a choice of pictures. They avoid NAEP's narrow rubric by listing various types of allowed responses to this stimulus, rather than specifying only "imagine you are there and describe your feelings."

Their discussion of their reasons for using pictures and the relative success of each is the best defense I could find for this format, as well as providing something of a model for test making rationales:

> THE CHOICE OF PICTURES
>
> 16. Arguments about continuous writing and how to prompt it have been raging since Hartog's and Rhodes' classic report in 1936. All the recent reports have repeated the proper belief of all English teachers that writing must 'involve' the pupil, and our problem was principally to imitate as nearly as possible a classroom context in which the prompt to writing is such that the pupil *wants* to communicate something. Classroom writing is probably best sustained through some kind of commonplace book or journal, stiffened (occasionally) by the admixture of formal essays. If this is so, what kind of context best provides a pupil with the chance to write personally and vigorously? The usual kind of essay title supplied by examiners—'A visit to a Pop Group', 'Maps', or 'Freedom of the Press'—was discarded for obvious reasons. Such themes may have their relevance, but they are altogether too neutral to work in the examination room.

(from English Schools Council Bulletin #12)

In my experience I have found that, although many students (not necessarily poor writers) find it difficult to respond to musical or pictorial stimuli in a creative writing class, almost all can come up with something interesting on a one-shot basis, when given a choice of pictures. Examples of pictorial and musical stimuli are offered in Appendix A.

The problem of choice should also be considered in designing single word or poetic fragment stimuli. Even though choices increase the variety of possible responses, this problem may be more than offset by the fact that they increase the likelihood of imaginative, good responses by giving each child more chance to find his particular muse. There does not seem to be a difference in level of difficulty among these stimuli, as there is when a variety of topics or situations is offered from Types 3 and 4.

Some single verbal fragments, however, are powerful and successful stimuli. The College Board English Composition test of 1978 asked students to write about a quote from Pogo, "We have met the enemy and he is us." The quote generated a number of amusing and many very competent essays. Additional verbal stimuli are suggested in Appendix B.

Type 3 and 4: These these types of stimuli--hypothetical situations and topics or subject--in general provide a great deal more structure to the responses than types 1 and 2. Type 3 specifically measures the ability to "imagine" or project oneself, by describing hypothetical situations. This is not a universal ability, though it may be argued that it is an essential one for understanding and creating literature and that it should be measured in any assessment of "creative" or expressive writing. If the situations are commonplace or familiar, the writing may become dull: if they are bizarre or dangerous, we may get natratives that read like bad TV thrillers. One solution to this is

to invite the writer to create the situation, as in the first three questions given in Appendix C. These questions tend to limit responses to relatively focused, relatively concrete descriptive writing. Since this type of response reveals to a great extent the writer's ability to "see" with words, while allowing him to choose what he sees, it has obvious advantages.

The one danger with hypothetical situations is that stimuli or prompts are usually phrased so that they elicit use of hypothetical tenses by the student:

Ex.: If you could be any object you wanted to be, what would you choose? Explain why.

Answer: "I would want to be a bed, because I could..."

Extended use of hypothetical verbs can be difficult for weaker writers and extremely limiting for very able writers. Marjorie Kirrie of the Educational Testing SErvice suggests avoiding this problem by avoiding hypothetical situations as writing prompts.

Type 4--naming a subject or suggestive topic--like Type 3, will invite fairly focused responses, occasionally even straight exposition. Instructions should call for specific examples from personal experience to guarantee that this essay provides some descriptive or narrative writing, and does not become Mode Two, Type 1. The stimuli for this kind of essay can often be used to elicit exposition, and the topics from Appendices 4 and 5 could be interchanged and used appropriately for writing assignments which use only a single essay. The individual student could tailor his own writing toward the logical, expository, objective, or toward the personal, concrete, or subjective end of the spectrum. An example of such a topic appeared in the English Equivalency Examination given by the California State

Colleges and Universities in 1971:

> "Many observers of our society claim that modern man, immersed in materialism, is 'owned by his objects'. Yet many of us have objects that we treasure not just for their material value but for a variety of other reasons. Ass
>
> Assignment: Describe one or more objects which are important to you. Explain what values they represent and comment on those values."

This prompt was intended to encourage personal writing, while a second prompt was more clearly limited to critical exposition. But it is clear that the writing for this essay could be highly abstract and expository, far removed from the concrete or subjective writing called for by most topics in Mode One categories. Topics intended to encourage personal, expressive, literary, or autobiographical writing are included in Appendix D.

MODE TWO: TRANSACTIONAL, EXPOSITORY, EVALUATIONAL

James Britton uses the phrase "transactional" writing to designate all writing whose purpose is to involve the audience in more than just sharing the writer's perceptions or feelings. If the audience is being offered something to judge, if our intention is to inform or persuade him, if we are making a request which he is expected to act on, or if we are asking questions we want him to answer, the writing may be said to be transactional. I have further divided such writing into basically two kinds, distinguishing what we might call "school writing" from "real" or non-academic communication: writing which might actually take place in the world outside of school. For the writing which is academic, we might use instead the terms evaluative and expository, to designate, respectively, writing which expresses the writer's opinions and values, and writing which aims primarily to explicate, to express the writer's understanding of facts, concepts, or a body of work. The

former is closer to the expressive writing called for in Mode One. The latter, more objective, reportorial, demands the inclusion of some piece of writing, or a reference to a specific body of knowledge, thus testing general information or reading comprehension to a greater extent than the others. The term "transactional" writing is reserved here for real world, non-academic transactions.

Perhaps the three types of essay can be best understood by imagining the writer's orientation:

Type 1: My purpose is to clarify, as much for myself as for my reader, my own thoughts, feelings, opinions, on a given topic, or my agreement or disagreement with a given statement or point of view. (Discussion, evaluation, arising out of expressive writing.)

Type 2: My purpose is to influence YOUR feelings, thoughts, and actions. I wish to persuade, by communicating what I wish and providing you with reasons to do what I wish you to (Explanation, persuasion, transaction.)

Type 3: My purpose is to reveal my understanding (to increase your understanding or invite your judgment) of someone else's thoughts, feelings, opinions, actions, by describing, summarizing, interpreting, analyzing, comparing and contrasting, generalizing, synthesizing. The task may be combined with Type 1 tasks, allowing me to add my own opinions or observations from my own life which demonstrate the ideas I am discussing. (Explication, exposition.)

Obviously, these types may run together. Type 1 may become Type 2 if the writer seriously argues his views and attempts to persuade his reader. Type 2 must involve a combination of objective assessment of

certain givens with expressions of one's own values or wishes. But in general, these differences in orientation dictate differences in the kinds of tasks we set for this essay.

We may also consider the above distinctions in terms of the tester's orientation---what are the pros and cons of using the different types of tasks?

Type 1: Evaluation, personal opinion, argument: this is the classic format for essay tests, often used where there is only one sitting, because students may combine or choose from the two modes, expressive or expository. These topics combine a demonstration of abstract reasoning, defining, argument, etc., with an opportunity to appeal to personal experience or feelings. This kind of writing has its place in "real life" like expressive writing, as a kind of self-exploration and sharing of insights and opinions. It arises out of expressive writing, but begins to rely on explicit generalizations as opposed to or in addition to dramatizations or enactments. The student will have encountered this kind of writing as a familiar literary genre, the formal or informal essay, appearing in magazines, newspaper columnists, "Fix-up-your-life" books, as well as in works of famous essayists like Emerson or Montaigne.

The traditional essay format--thesis, development, conclusion--can be expressly called for in the essay instructions, allowing evaluators to assess control of this form, as well as ability to formulate good abstractions, relate ideas logically, and write to a point. The College Board's English Composition Test uses essays of this format. The NCTE competition uses such a topic, and the British tests of proficiency in written language rely on some topics of this type.

The Mode Two topic finally chosen by the Director of the BAWP Evaluation was one which called for a response to a controversial

statement. Although the instructions to the writer requested a criticism of the argument itself, most students found some opportunity to express their personal opinions on the position taken in the argument of the prompt:

> Explain what is wrong with the following argument:
>
> "It's pretty clear that on the whole, women are superior to men. In the physical dimension, the best evidence for this is simply that women live longer, and by a substantial number of years. Other evidence is that women are virtually immune to several diseases that are fatal for many men; and on the mental side, there is the simple fact that girls, on the average, do better than boys at school"

(See Report on the Writing Assessment for a more complete discussion of how this topic affected readers.)

It is difficult to frame questions for a large population which will trigger thoughtful and sincere responses. Many questions invite a rehearsal of cliches, especially if there has been no reason in the student's life prior to the test for clarification of his/her ideas and values. Outrageous opinions which are intended to elicit objections from student writers have been known to backfire. Ed Farrell of NCTE reports 8,000 Fascist responses to a Fascist position statement. Students thought the maker of the opinion would be judging the essays, and they aimed to please. A final difficulty lies in the tradition of this kind of writing in schools. Younger writers of essays often tend to perceive their audiences as adults who already have all the answers and are posing the task in a patronizing or judgmental spirit. These students are not likely to write with the conviction or commitment of older writers for many of these questions.

The examples given in Appendix E-8 are intended to avoid some of these problems. The first is a revision of CEEB's question, PBE1 which seemed a trifle leading. The second demonstrates how Diederich's one-sentence

topics might be expand d to provide some supportive directions. The third seems to me to ahve several advantages because of its eprsonal orientation, and the likelihood of a greater variety of responses. It might also trigger a more impulsive response, instead of inviting deep thought. It is likely that more students will have thought in terms of general "wrongs" than of the more intellectually structured notions required by the other essays. It allows more use of concrete writing than some of the others might.

Type 2: Transactional, non-academic: this format is designed to stimulate writing situations that students might actually encounter in their lives outside the classroom. They are writing for audiences other thanfor the English teacher. A wide range of tasks can be devised. They specify situation, purpose, audience, format, and frequently tone. They may vary in the extent to which individual imaginations dictate content.

The NAEP tasks designed to assess mechanical competency specified content narrowly, so that the effect of ideas on the reader was essentially removed from consideration. Tasks included ordering a pair of seahorses from a mail-order advertisement, reporting an accident from a diagram given, inviting parents to chaperone a party or a mayor to speak to a class. All details were specified, so that all responses would be identical except in their relative failure to include all the information. Similar in purpose are the U.S. State Department examination questions for the Foreign Service Officer exam (from E.T.S.). A list of details is given which the candidate must include in a well-organized report. This seems a promising format, and I have adapted it for adolescents (Appendix F-3, under "Community").

The NAEP has just been restandardized (report forthcoming).

Rex Brown outlined some of the new questions being tried, which involve more leeway for individuality in responses. One idea he asked the Evaluation not to use, as they have great hopes for it, is the notion of a principal asking for suggestions for the use of a free room in the school, or an empty parking lot. NAEP will provide four suggestions, so that no one needrefuse to write because he has nothing to say. But the writer will also be allowed to "make his own suggestion". This is reminiscent of the open-ended topic given to 13-year-olds in the last assessment: "Your principal has asked for suggestions about how to improve the school." This seems to me an excellent topic, and one we are free to use with the variations I suggest in Appendix F-3.

In Appendix F-3 I have used this basic design to create a number of simulation exercises which, like NAEP's, specify the problem and the audience, and limit the form, tone, and to a lesser extent the substance, but allow a greater variety of solutions, requiring the generation of some ideas on the part of the students. I think in some cases it is possible to blame NAEP's question for the poor results. The February 1977 Report complains that among 17-year-olds who wrote letters applying for a summer job, none "wrote appropriately formatted letters containing the essentails plus two or more strongly persuasive personal, educational, or work-experience facts." (Writing Report, 05-W-03, p. 17) This result seems scarcely surprising when you read the advertisement--for a student to work in a "large clothing store". (Appendix F-2)

Writers did better on the subsequent task, which offered a choice of jobs, and requested more personal information. (See Appendix F-2)

These two tasks inspired the topics I have listed under "Career" (Appendix F-3) in which the student creates the ad for the job s/he wants. This in itself would be interesting, but more importantly, it allows the letter of application to be for a job the student actually has some interest in or qualification for. To these situations and audiences we could add writing for an audience of children or peers, but I have invented only problems which require communicating with adults, on the theory that this skill is what we would prefer to assess in our limited time.

Type 3: Critical exposition of ideas or literature: this format tests skills appropriate to most academic endeavor: the ability to comprehend, as well as describe, summarize, analyze, generalize from, "a given". Only later in academic life do students receive much encouragement to see this type of assignemnt as adding to the understanding of others. Instead, this kind of task has usually been defined as demonstrating their own comprehension. As in Type 1, there is often a strong sense that the reader will be measuring the writer's response against his own notion of a "right" answer. Because the rubric demands comment on and reaction to a specific piece of work, or comparison and contrast of two quotes, this format requires a longer writing time, unless the stimuli are very short and the topic fairly limiting. Testers have allowed from 40 minutes to 2 hours or more, depending on the amount of reading required.

Many of the stimuli suggested for Type 1, those which come as quotes, might be used for Type 3 essays, with a request for critical explication and comment. There may be further overlap between these

types of Type 3 is expanded to allow the student to discuss the ideas of a passage in the light of his own experiences or values. With longer quotes, this type of question can become a test of reading comprehension and of ability to manipulate ideas extracted from someone else's discourse. For this reason, it is the most common type of essay designed by Subject A examiners, CEEB's Advanced Placement Exam in English, the State Colleges' Freshman English Equivalency Exam (see Appendix G) and the British exams in English Literature, which may be testing set books, or asking students to comment on a passage presented at the exam sitting.

THE HIDDEN RUBRIC: A DANGER

The instruction for any essay topic should clearly elicit any special form of writing which readers will be instructed to look for. For instance, if readers share a sense that essays should have a clear thesis, development, and conclusion, the instructions should specify at least "an organized essay". CEEB does not seem to call for any special organization in instructions like, "Discuss", or "Make clear your vies." It may be their aim to ascertain how automatically candidates for college entrance use the traditional essay form. Although the essays are graded holistically, I wonder if students using a rambling, additive, conversational style in response to these instructions are not penalized rather gratuitously for lack of organization. Some English teachers are likely to be impressed by rather empty or wooden essays whose outlines are as clear as a well-picked skeleton, and for overlooking the virtues of a loose listing of quite effective ideas which have not been carefully interrelated or grouped in hierarchies.

These considerations should be worked out at the time the test question is chosen. They apply equally to all types of questions, expecially in this mode. Type 3 introduces an additional problem. Test makers must decide to what extent readers will attempt to reach agreement on the CONTENT of answers, the students' interpretations of the passages given. The test director of the London Board of Examiners for the GCE reports that their analytic scorers do much better on the "language" (creative writing) exams, which they respond to far more holistically, than they do on the "literature" exams, where they must judge the appropriateness of the student's response to a piece of literature. Far more complaints come back from schools who feel their students have been inaccurately assessed by the exams in literature. He attributes this difficulty to the fact that in most readers' minds there is some sense that there is a "right" or "wrong" answer.

The early NAEP tests designed to assess competency in business and social rather than academic settings, (Type 2 topics, below) are very narrow in their demands, and precise in their expectations. Readers score the samples according to a list of basic criteria developed at the same time as the instructions for writers. The only hidden criteria is the large premium placed on simply following instructions. In addition, students were judged for including all relevant information, and using adequately standard ENglish. Basic competency is more at issue on these tests than "flair", "zest", imagination, reasoning, etc.

The pages which follow include copies of sample papers received in

response to the open-ended, "Dear Principal" question given to 13-year-olds. I believe this set of papers and the comments which accompany them reveal a weakness in the NAEP primary trait approach. The instructions are explicit: "Tell just ONE thing you think should be changed, how to bring about the change, and how the school will be improved by it." The lowest score (1) is given to letters which did not "identify a problem or gave no evidence that the problem could be solved or was worth solving." Not one of these criticisms seems to me to apply to the first letter cited, whose greatest fault seems to be that it responded to the spirit, not the letter, of the assignment. Instead of ONE suggestion, there are several, each given a one-sentence elaboration which seems to satisfy the instructions to tell how the school will be improved. Comparing this student's imaginative ideas and control of syntax to the letters included in category 2 and the first letter in category 3, I wonder about the criteria used for judging the effective persuasiveness of these letters. Testers were hoping that 13-year-olds would use "reasoned and systematic methods of persuasion". Clearly readers are looking for the ability to elaborate a single idea rather than generate lots of suggestive possibilities. Also, there is nothing in the rubric that allows a reader to reward the first Chris Johnson for his/her disarming and positive little disclaimer at the conclusion of the letter.

The high specificity of the NAEP objectives has obvious advantages, guaranteeing great consistency in scoring. But the format (letter or report) lends itself well to a less restricted holistic reading. Readers could be instructed simply to imagine themselves the actual recipients of the letters, and judge them entirely by how effectively they achieve their purpose. Formal considerations will

matter only to the extent that they actually interfere with or contribute toward affecting the reader positively. In any event, decisions about how readers will be trained and what will be rewarded in the essays should be made at the time of the pilot-testing of topics, so that the instructions to writers will make clear the criteria that readers will be using to judge the papers.

NAEP example:

In Exercise 5, 13-year-olds are expected to use reasoned and systematic methods of persuasion to defend a proposition.

EXERCISE 5. A Letter to the Principal

Imagine that your principal asked for suggestions about how to make things better in your school. Write a letter to your principal telling him just ONE thing you think should be changed, how to bring about the change and how the school will be improved by it. Space is provided below and on the next three pages. Sign your letter "Chris Johnson."

333 West Street
Loden, Ohio 99999
September 5, 1973

Mark Hopkins, Principal
Martin Intermediate School
Loden, Ohio 99999

The key terms in the directive are "one thing you think should be changed, how to bring about changes and how the school will be improved by it." Taken together these terms indicate how the persuasion should be carried out. A systematic approach to the letter involves: (1) the identification of a problem that needs to be solved; (2) a proposal of a way to solve the problem; and (3) arguments and evidence to demonstrate that the proposed solution is feasible, practical and beneficial. Therefore, the qualities of the papers that were weighed as evidence of systematic persuasion included focus on one issue and appropriateness of development. Tone and format were not considered important criteria of a well-developed paper. The letters were evaluated and placed in the following four categories:

1. Letters in which the writer did not identify a problem or gave no evidence that the problem could be solved or was worth solving. Examples include:

Dear Sir

I think that our school could be improved by a soda machine in the lunchroom. A big machine should be instald in the furnace to prevent so much dust in the air. The would prevent a lot of of colds and viraces in the building. We should have more parties. We only have a christmas party and a last day of school party. Since us kids are so smart and have so much work to do we deserve a little more pleasure in our school days. I think also that sex education should be taught also. I my self am in the 7th grade and I've never been taught sex at school. My school is very good school and theres really nothing to be changed. The teachers care. At least some do. And we learn alot.

Sincerly yours,
Chris Johnson.

Dear Mr. Principal,

I think that the clothing system should be changed. Boys shouldn't be able to wear short pants without socks. Girls shouldn't be able to wear tight pants or dresses to short or where you can see something

when they bend over. The Teachers shouldn't be able to do these things either, but the kinds of clothes that are school issue.

Chris Johnson

2. **Letters in which the writer identified a problem and explained EITHER how to solve the problem OR how the school would be improved if it were solved. Examples include:**

Dear Mr. Hopkins,

I believe if there were more school activities the students would enjoy school.

More sports, expeditions, projects, things to keep us interested in school classes.

Sure learning is why we come to school, but at times it gets so boring.

If the teachers would let the students do projects of some sort they might enjoy classes more.

Please take my ideal into consideration.

Yours truly,
Chris Johnson

Dear Mr. Hopkins,

I think you should abolish the rule about mandatory art and music. It is unfair to expect students who are against taking these subjects. The money gained from smaller music and art programs could be used for a larger science lab. These few students who like these subjects could take them on an optional basis.

Sincerely yours,

3. **Letters in which the writer identified a problem, explained how to solve the problem and told how the change would benefit the school. For example:**

Dear sir

I think we should have the teachers coming to our rooms instade of use going to there classes and making noise not going to our classes or geting lost in the hales of the school and that was all the student wont get tired and concentrat on the subjects that they are sopoze to have. next and they would take care of there rooms clean the descks keep the walls clean and not fill up there desck with papers that they don't need and throw buble gum all over the place. and the school won't have to by more furniture and have mony left to by books fore a better education.

Your truly
Chris Johnson.

Dear Mr. Hopkins,

in regard to your request to the students about the changes the school should make, I feel that only one change is necessary.

The fact is, this school children have no say at all about the activities going on at our school to represent the school childrens' ideas and arguments, the school would be much better.

The way we sould do this, is first to have candidates for four offices. President, Vice-Presidend, Secretary, and Treasurer. After doing this, you should have the candidates stage an election campaign of some sort. This is usually done by making posters, buttons, etc. Then set an election date. On election day before the students cast their votes, have each candidate for each office make an election speach telling the student <u>why</u> he should be chosen. After this is done, have the election, count the votes, and have the Council put into effect right away. I'm sure the school would benifit greatly from this.

Yours truly,
Chris Johnson

APPENDIX A

Mode One: Expressive to Poetic Writing: Type 1

A-1 to A-6: Pictorial and Musical Stimuli

A-7: Mixed Pictorial Stimuli, with hypothetical situation suggested to writers

Age 17

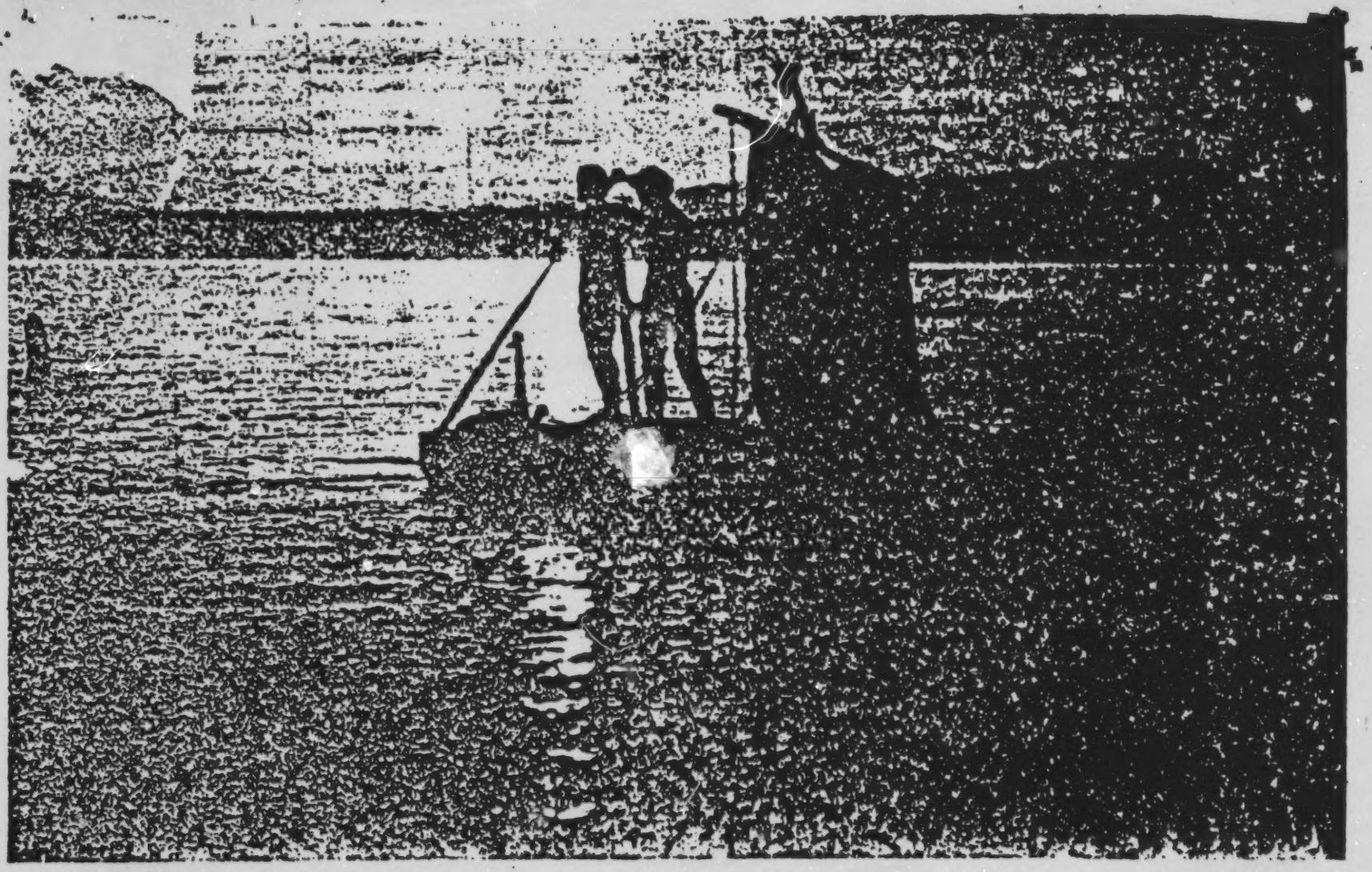
The one non-overlapping exercise released at this age showed a picture of an elderly lady holding a package of tomatoes (the picture shown students was in color).

#E-6. (Age 17: 1-11)

Here is a picture of a woman with some tomatoes. Look at the picture for a while and decide what is going on. When you have decided, write a story that tells what is happening in the picture and what is likely to happen next.

(The rest of the page provided lines for their responses. Students could use the back of the page if they wished.)

Examples of papers written by 17-year-olds are given in the following pages.



Look at the picture above. You can react to it in any way you wish by writing about it in one of the following ways: as a story (What could the two characters have been doing? What could happen next?), as a description, or as an opinion.

A-2
NAEP-1976
grade 7
60 min.

Look at the picture above. You can react to it in any way you wish by writing about it in one of the following ways: as a story (a narrative), as a description, or as an opinion (an essay, exposition, or editorial).

A-3
1975-1976
grade 9

8th graders ~~who~~ were shown a black and white picture of a ghetto alley with rubbish strewn about, decaying stairs and porches, wash strung on a line, etc.

1. A Gloomy Place

This picture makes me feel on Sunday night. I'm tired and have to wake up early the next day go to school for five days and hand in reports and papers and read and all the other thing that bore me to death. It makes me feel this way because of the gloomy black, white and gray coloring. The crushed and overturned garbage cans and the dark shadows all over. This feeling makes you feel just all around bad and so does a Sunday night.

2. How this picture makes me feel

This picture makes me feel lonesome, dejected and crushed inside. Like a wilted flower, Christmas without snow, Easter without new clothes, Aunt Jemima's waffles without her syrup. It makes me feel like I can't go anyplace, or do anything to try to get ahead. I'm glad I don't live in that slum.

A - 5
from: Schools Council Working Paper
"Standards in CSE & GCE
English and Mathematics"
Bulletin # 12

14. This section of the test was named 'A' and was to be taken separately from the multiple-choice sections of the test. The following instructions were sent to schools:

'Section A. Continuous writing. 45 minutes.

The question is set on the front page of the booklet. One copy of the sheet of photographs should be given to each candidate, together with a copy of the test booklet. Please tell the candidates to answer section A only, and give them *forty-five* minutes in which to write. They should then be given a break. It does not matter how long this lasts, but it should be at least fifteen minutes.'

15. The candidates were all given a sheet of paper with four reproduced photographs, duplicated by the *litho* process, each individual picture measuring 4 by 3 inches, and perfectly clear. The pictures were:

(1) a photograph of two girls, aged about 18, eating ice cream on the steps of the Thames Embankment. This was taken from *Amateur Photographer*, 23rd September, 1964;

(2) a reproduction of Cruickshank's drawing for 'Oliver Twist' of Fagin's last night in the condemned cell (this suggestion was taken from 'English in the CSE', a working party report from the Cambridge Institute of Education, CUP 1964. Their reproduction was used as the photographic basis for this one);

(3) a photograph of Oxford Street taken from page 74 of the *Buchanan Report* 'Traffic in Towns' (HMSO 1963, Penguin Abridged Edition 1964). Buchanan's comment below the photograph 'a travesty of what a capital city ought to be', was deleted with regret;

(4) a photograph, taken from a reproduction, of Pieter de Hooch's painting, 'Mother with Girl' (1671).

The rubric which accompanied the sheet of photographs read: 'Write a piece of description, or a story, suggested to you by any of the pictures. You may use *any* method you like (e.g. diary, letter, extract from a novel, short story, autobiography) and you should write for about 40 minutes'. (For the administration of the paper in 1966 this rubric has been adjusted to include mention of 'a piece of argument' and 'essay' and the time has been extended to 50 minutes.)

A - 6
NAEP
Writing Report 05-W-02
(Music as a Stimulus)

Writing is not simply a practical skill to be mastered for the social advantages of clear and pleasing communication. It is also an instrument of self-discovery and a unique expressive outlet. These dimensions of writing have received considerable attention in the English curriculum of the last 20 years. In many writing programs, students keep daily journals, writing essays only when their journal entries reveal feelings important enough to them to make them desire clear, forceful communication of those feelings to others. Armed with a personal motivation to write, such students often master conventions they stumbled upon when writing about subjects in which they had no interest or no "stake."

Because self-expression is so important to individual growth and because it is so often the dimension of writing that will addict students to the writing habit, the first objective in the revised National Assessment of Educational Progress (NAEP) writing objectives (see Appendix A) is that students "demonstrate ability in writing to reveal personal feelings and ideas."

The exercise discussed in this chapter was designed to elicit direct or indirect statements of feeling. The directions read:

> *Music does different things to different people. Perhaps it makes you have one kind of feeling or another. Perhaps it reminds you of someone or something. Maybe it makes you think of some place or something happening.*
>
> *Now listen to this piece of music and write about what things this piece of music does to you. Start writing any time you wish. Space is provided below and on the next three pages.*

The music was Scott Joplin's "New Rag," a piece with a nostalgic, "old-time" quality to it, like the music in the movie *The Sting*. Students had 8 minutes of silence in which to write; however, they were instructed to start writing any time they wished, so response time could have ranged up to 14 minutes. Perhaps this was not sufficient time for them to write a well organized and edited essay, but the exercise was designed only to determine what structural and organizational strategies students will adopt when responding immediately to a very open writing task. The writing objective this task addresses requires ability to reveal personal feelings and ideas in writing through free expression. The information presented here, then, tells us how many students at various age levels revealed personal feelings and ideas in this instance, how they structured their responses to the music and how they oriented themselves to the subject in order to express or not express feelings about the music.

A - 7
NAEP 1977
Writing Report 05-W-02

(Pictorial stimuli with hypothetical situation given)

IMAGINATIVE EXPRESSION OF FEELING THROUGH ELABORATION OF A POINT OF VIEW

The third writing task dealt with in this report is perhaps the most complicated one.

Look carefully at the picture.

These kids are having fun jumping on the overturned boat. Imagine you are one of the children in the picture. Or if you wish, imagine that you are someone standing nearby watching the children. Tell what is going on as he or she would tell it. Write as if you were telling this to a good friend, in a way that expresses strong feelings. Help your friend FEEL the experience too. Space is provided on the next three pages.

APPENDIX B:

Mode One: Expressive to Poetic

Type 2: Verbal Fragments

Appendix B- Verbal Fragments

The following can be offered singly or in sets, as presented here. A choice of rubrics may accompany each stimulus, which will expand or narrow the possibilities of response:

Instruction A: Write about one of the following.
Instruction B: Let the following word(s) give you an idea for writing. You may write the feelings it evokes, a memory it brings to mind, or a description or story you imagine.
Instruction C: Same as B, but add: Or you may write an essay discussing an idea the word(s) bring to mind.

1. Choose one of the following:
   a) Feet.
   b) Windows.
   c) Hate.
   d) Strangers.
   e) Ruins.
   f) Bottles.

2. "I know death hath ten thousand several doors
   For men to take their exit..."
   Webster, Duchess

3. "No man is the wiser for his learning..."
   Selden.
4. "A nightingale dies for shame if another bird sings better."
   Burton.
5. "No man can lose what he never had."
   Walton.
6. "Too much rest is rust."
   Scott
7. "Every mile is two in winter."
8. "There is an hour wherein a man might be happy all his life could he find it."
9. "I light my candle from their torches."
10. "By all means use some time to be alone."
    Herbert.
11. "The friendless bodies of unburied men..."
    John Webster
12. "The privilege of absurdity..."
    Thomas Hobbes
13. "like one that on a lonesome road..."
14. "Earth, with her thousand voices..."
    Coleridge
15. "An archangel, a little damaged..."
16. "I have something more to do than feel..."
    Lamb
17. "Pigeons in the grass, alas."
    Gertrude Stein
18. "I had a lover's quarrel with the world."
    Robert Frost, his epitaph
19. "Something there is that does not love a wall..."
20. "Home is the place where, when you have to go there..."
21. "Two roads diverged in a wood..."
22. "Something you somehow haven't to deserve"
    Rob't Frost

(cont.)

23. "If I ever have time for things that matter..."
V. S. Owens

24. "Her smile was not meant to b e seen..."
Rilke

25. "Oh, this is the joy of the rose,
that it blows
and goes."
Cather

26. "A new thing came and they could not see..."
Moreton, Lord Dunsany

27. "I have an understanding with the hills."
Grace Conkling.

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28. Choose ONE of the following and build a story or sketch around it.
    a. a knife
    b. a fork
    c. a spoon

29. Choose ONE of the following and build an idea around it.
    a. a brick
    b. a stick
    c. a tick

30. Choose TWO of the following and weave them together in a single story or sketch. The items should be important in your composition.
    a. a candle
    b. a rug
    c. a rock.
    d. a bird
    e. a letter
    f. a tire
    g. a window
    h. blood
    i. a doll
    j. etc.

Contributed by C. Keech
(These have been tested as class assignments but not as large-scale test prompts.

See also Appendix H, Schools Council Bulletin #12, Set 4.

APPENDIX C:

Mode One: Expressive to Poetic

Type 3: Hypothetical Situations

Hypothetical Situations
(from miscellaneous sources)

1. There are probably several places you would like to be right now rather than sitting in this room writing an essay. Choose ONE of these places and describe it vividly, so that your reader can understand why you would like to be there. The place may be real or imaginary.

2. There are probably several things you would prefer to be doing right now, instead of sitting here writing an essay. Choose ONE of these things, and describe it ~~in such a way~~ that your reader can imagine it as well as you do, and can understand why you would like to be doing it.

It can be something you do everyday, or something unusual, or even something imaginary that you may never actually do.

3. Think of someone you would like to be with right now. Describe this person and your relationship with him or her in such a way that your reader can understand your choice.

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4. Imagine you are trapped in one of the following situations. Describe your feelings, or tell a story:
a. an elevator b. a well c. a locked room d. a life-boat
c. a car going 80 m.p.h.

5. A stranger is trapped on a window ledge just out of your reach when when you lean out of your apartment window. He or she may be trying to commit suicide. Imagine the situation. Write a story, or describe your feelings and what you would say or do. You may write a monologue or dialogue, persuading the stranger not to die, or you may give the stranger a different role to play.

6. IImagine a room. Put people in it, if you like. You are a fly on the wall. Describe what happens. Your story ends when the people leave the room. You are only able to see this one "slice of life".

7. You are a very small girl or boy being dragged along by your mother or father in a large crowd. Describe your feelings, and as many sense perceptions as you can. Help your reader imagine your surroundings vividly.

8. Imagine you are an intelligent being from outer space. You have landed ~~somewhere on Earth~~. Describe the scene. It may be mid-city or wilderness or small town or anywhere you like. Look at your scene through unaccustomed eyes. Assume you know nothing about why things are as they are.

9. Imagine a child raised in rural poverty brought suddenly to the city to a wealthy home. Describe the new world through the child's eyes.

10. Reverse question 9.

(See also Appendix H, esp. School's Council Bulletin #12, Set 1.)

SECTION A—COMPOSITION

Write a composition on ONE of the following subjects.

Your composition should be about two to three sides in length.

Please put the letter corresponding to the subject you have chosen, i.e. (a), (b), etc., in the middle of the top line of the page on which you are going to begin. You may also provide an appropriate title for the guidance of the examiner.

(a) Imagine that you are a TV news reporter in a helicopter. Now write a descriptive or narrative account of one of the following:

(i) an emergency on an oil rig;

OR

(ii) a disturbance among supporters after a football match;

OR

(iii) a river in flood, sweeping down on a small town;

OR

(iv) a space capsule landing, being opened, and the astronauts arriving on the recovery ship;

OR

(v) a mountain rescue in difficult conditions.

(b) You are going from door-to-door collecting for a charity or canvassing for a political party. Describe a street, and some of the people who opened their doors in answer to your knocking, and tell how they responded to your appeal.

(c) Many schools now have an "activities" afternoon once a week. Give an account of how you do spend OR would spend such an afternoon, so that you would find it enjoyable and satisfying.

(d) A holiday camp is to open near your home. A brochure is needed to give intending holiday-makers an idea of what the camp has to offer.

Write the brochure and mention at some length four or five of the main attractions.

Make the camp sound as attractive a place as you can.

(e) Write a short story using one of the following as inspiration:

(i) "*Dark they were, and golden eyed.*"

(ii) "*When she's good, she's very good,*
But when she's bad, she's horrid."

from: 1975 Scottish Certificate of Education
English O - Level

C - 2

C - 3
Drake Writing Assessment
Sir Francis Drake High School
Mt. Tamalpais School District
California

(40 minute timed writing)

**Spring, 1970: If you had to choose to be some form of life other than a human being, what plant or animal form would you choose? In developing your piece of writing, describe what it would be like to live as that form of life, and explore some of the reasons for your choice. You may write a journal entry, a letter, a story, an autobiography, an essay or any other mode. You may write from the point of view of that life form--pretend that plant or animal has the power of thought and speech and use the first person. Assume you are writing for an audience of students.

SPRING - 1974

If you had to choose to be something other than a human being, what plant or animal or other form would you choose? In your writing, give your reader some idea of what you think it would be like to be that form, and of why you chose it. You may do this writing as a journal entry, a letter, a dialogue, a

SPRING - 1975

If you could change places with someone else, who would it be? The person you write about can be living, dead, drawn from past or present, from books, films, etc., or from your own imagination. In your writing give your reader some idea of what it would be like to be that person, and of why that life appeals to you. You may do this writing as a journal entry, character sketch, dialogue, letter, story, autobiographical essay, argument, poem, or other form.

(Mode 1, Type 3 or 4, verging on Mode 2)

Age 17

The following represent the responses of a group of high school juniors who were asked, "If you could make an event in history happen again or prevent it from happening, which one would you choose? Describe the event and explain why you do or do not want it to happen."

1. If I could make an event in history happen again it would be the Apollo 12 moon-mission. I choose this because during these few brief hours most of the people on the earth were truly united and hoping for a successful landing and in general there was a sense of peace and serenity. The mission showed that man was finally adjusting himself to the new age, the aerospace age, that is already affecting all the people of the world.

2. I wouldn't want the event of slavery to happen all over again. One reason is that I don't feel it was fair to take a certain group of people and make slaves of them. All people are suppose to be created equal. Also another reason is because I am a Negro and I would be involved with this thing. And I don't *hardly* want to be a slave, because I am just as equal as anyone else. And I should be treated that way. Slaves weren't even considered as being human beings. That wasn't fair at all. Just because there is a different color of skins, it doesn't mean the people are different. This is why I don't want slavery to happen all over again.

C - 5
NAEP 1977
Writing Report 05-W-02

IMAGINATIVE EXPRESSION OF FEELINGS THROUGH ROLE ELABORATION

Personal feelings, attitudes and insights need not be revealed directly.

Much creative writing presents emotional content through a fictional or fanciful structure, rather than a confessional or diary form. Because fantasy is a natural activity for youngsters, many teachers have tried to introduce them to writing by encouraging them to express their inventiveness. Students not only discover that writing can be fun, but they learn to make elementary writing decisions about voice, tone, consistency of style and invention — considerations that ultimately underlie even the writing of a business letter.

The exercise discussed in this chapter — administered only to 9-year-olds — assesses progress toward the same goal the music exercise addresses: ability to reveal personal feeling and ideas through free expression. However, this task is more structured. It requires expression of attitudes or feelings through inventive elaboration of a role. The directions are explicit about what is expected:

> *Sometimes people write just for the fun of it. This is a chance for you to have some fun writing.*
>
> *Pretend that you are a pair of tennis shoes. You've done all kinds of things with your owner in all kinds of weather. Now you are being picked up again by your owner. Tell what you, as the tennis shoes, think about what's going to happen to you. Tell how you feel about your owner. Space is provided below and on the next two pages.*

This stimulus reduces a somewhat global task to several specifics. The students are to assume the role of tennis shoes and to reveal feelings about their owner. They are also given a context for action — "Now you are being picked up again" — and are invited to describe what will happen next. Through the imaginative elaboration of role and action, they are to reveal feelings about the relationship they have established with their owner.

The responses were scored in terms of criteria appropriate to role playing in writing. The 9-year-olds were not expected to write as they would when given a descriptive or narrative task. That is, they were not penalized for temporal or spatial inconsistencies, abrupt changes in tense or situation, absence of organization or lack of a distinct beginning, middle and end — faults that would be telling in other kinds of writing, but not in role playing. Instead, scorers (two of whom read each paper) looked for: projection into the role and continuance in the role throughout the response; elaboration of the role through recollecting, reporting, describing, narrating or predicting experiences shared with the owner; and expression of feeling through the role by implicit or explicit statements of attitude or emotion. In addition, readers looked for vivid and consistent amplitude of detail and the development of distinct personality traits.

The readers of the papers evaluated them in terms of four levels of quality. Papers in Category 1 show no evidence of using writing

APPENDIX D:

Mode One: Expressive to Poetic

Type 4: Short Topics as Stimuli

D - 1
Paul B. Diederich
Measuring Growth in Writing
pp. 60 - 61

In one examination we found thirty-five papers that all started with the same topic sentence. If it is even suspected that some teachers are giving their classes more direct preparation for the examination than others, students will lose confidence in the fairness of the grades. Hence the only safe policy is secrecy. If the teachers keep their lists of approved topics, it is easy to pass the word just before the morning essay, "Topic 8." Then, if there is to be an afternoon essay, you wait until after lunch to announce "Topic 12." Since these topics are usually short, each teacher writes the selected topic on his blackboard. But if the topic is lengthy, and there is "stimulus material" on which students are to comment, the examination papers must be duplicated and handed out in sealed envelopes on the day of the test. Then it is understood that the seal may be broken only in the presence of the students who are ready to take the examination.

Here is the illustrative list of topics suggested by teachers:

1. I saw it happen
2. What I learned from experience
3. What I'll be doing ten years from now
4. If I could do it over
5. On being alone
6. My day in the palace
7. Flight to Planet X
8. Robbie the Robot
9. If an ancient Greek came to town
10. What happened when some machine went berserk
11. My idea of happiness
12. What scares me
13. My own standard of living
14. Were people happier in days gone by?
15. Some things do not change
16. The trouble with families

CHOOSING A SUBJECT

I was privileged to attend the last regular lecture at Harvard of the great teacher of the Bible, Kirsopp Lake. It was the day before the final examination, and I think he tried to ease the tension by telling this story.

"Gentlemen, I had a wonderful dream last night. I dreamed that I was sitting on a cloud at Judgment Day, watching all the tribes of earth assemble. They all came together in a great plain and sat down.

"Then, out of the circumambient mist, a great hand arose and began writing on a celestial blackboard in letters that all the world could read.

"It wrote out the Ten Commandments, and then—in typical examination fashion—it added: STUDENTS CHOOSE SIX."

D - 2
Schools Council Exam. Bulletin # 16
CSE: Trial Examination

(To be written over a summer term at separate sittings, 40 min. each)

The criterion

(1) Subjects for essays
The subjects are divided into three categories and each candidate should choose two subjects from each category, making six essays in all.

NARRATIVE

1 Give an account of a day when everything went wrong.
2 Write a story beginning: 'While sheltering in the deserted house John was startled by a clock striking twelve. Then he heard a faint but persistent tapping . . .'
3 It has been said that the word 'Hooligan' comes from the name of an Irish immigrant family that lived in London a century ago and gained a reputation for that kind of activity for which their name has since provided a label. Describe what you imagine might have been a typical day in the life of this family.
4 Write a story ending with any one of the following:
(i) It was not so bad after all.
(ii) 'Just in time, Peter. Next time we won't wait for you.'
(iii) 'Thank goodness your grandfather wasn't here!'

DESCRIPTIVE

5 Give a description of the most unusual person you have ever met.
6 Describe the house you would like to live in.
7 Your first close-up of somewhere that is very familiar to you from a distance.
8 Describe the time when you were waiting for something important to happen. (What did you see? What did you hear? Say what it was you were waiting for, but finish at a point just *before* it happened.)

EXPOSITION

9 You have been asked to organise a party or dance for your form or Youth Club. Describe in detail the preparations you would make. Remember that you would not do all the work yourself, but you would ask friends to help.
10 You are going on a cycling holiday with a friend who has left all the arrangements to you. Describe a meeting with your friend at which you give him or her all the details in such a way that he will have confidence in your choice of route and your ability to deal with any difficulties.
11 Write a letter to your local paper, appealing to young people of your own age to help in an organisation to serve the needs of local old people. Explain why you think they should help and how the organisation will work for this purpose.
12 Explain some of the methods used in modern advertising, through hoardings, television, radio, newspapers, door-to-door salesmen, etc., and give your opinions on these methods.

The trial examination

(1) The examination papers

PAPER I

Time allowed: 1¼ hours.

Write a composition of about TWO pages on ONE of the following topics. You are advised to spend about 15 minutes planning your work. You are allowed to use a dictionary but are advised to use it sparingly.

Write about:

EITHER (a) Your own family including any close friends or relatives who visit you regularly.

OR (b) Some of the more interesting members of your school.

2 Discuss the arguments *for* and *against* ONE of the following:

(a) Fox Hunting.

(b) Raising the school leaving age to 16.

(c) The abolition of the 11+ examination.

3 You have been asked to report your school's Speech Day or Prize Giving Ceremony for your local newspaper. Set the scene, then write a full account of the proceedings making it as interesting as possible.

4 You have unexpectedly been given two tickets for ONE of the following events:

(a) The Cup Final.

(b) The final of the ladies' or gentlemen's singles at Wimbledon.

(c) A performance of the Beatles or other similar group.

Describe your reaction to this piece of good luck, then, assuming the event has taken place and you have attended with a companion, give a full account of it.

5 You are employed in a big store as a Saturday assistant. You are dealing with a very-difficult-to-please customer. Tell how you would cope with the situation. Give an account of your conversation with the customer and say how the incident ends.

6 You are moving house and in the general clear-out the following articles come to light:

A battered teddy-bear, a doll without a head, a small red-wheeled child's car, a blue doll's pram with one wheel off, an old battered suitcase with the names of several popular seaside resorts plastered all over it, and a large picture of your grandfather and grandmother.

Select three or four of the above articles and describe what thoughts and memories they arouse in your mind.

APPENDIX E:

Mode Two: Expository/Transactional

Type 1: Argument or Evaluation

E - 1
College Entrance Exam. Board
1963 - 1967 Topics

LBE - "Opposition is indispensable. A man will always learn more from the people who disagree with him than from those who share his views."
12/63

Do you agree with this observation? Have you profited more from experiences with people whose views were similar to yours or from experiences with people whose views opposed your own? Discuss, using one or two specific examples to support your position.

MBE - "Each of us is fascinated by stories of crime and violence. Perhaps we are curious about the varieties of experience that come to men.
1/64 Or perhaps we are cleansing ourselves of the violence of our own emotions."

To what extent are these valid explanations, or are there other reasons? Discuss. Support your arguments with specific illustrations from your reading, study, or observation.

NBE1 - "The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore all progress
3/65 depends upon the unreasonable man."

The writer implies that the "unreasonable" man is somehow superior to the "reasonable" one. Do you agree or disagree? In your discussion, be sure to define the ways in which the unreasonable man does or does not serve mankind. Support your ideas by specific examples from your reading, study, or observation.

NBE2 - Each of us assumes a personality to satisfy each group into which we enter; i.e., we do not act at home precisely as we act with the gang,
12/65 in the classroom, or before an employer.

What accounts for our changing behavior? Is there something false in these changes, or is there justification for them, or is there something of both falseness and justification? Make clear your view of this matter and, in doing so, support your view with examples from your reading, study, or observation.

OBE1 - "Man is a creature of habit."

3/66 Do his habits make man a more stable, more efficient individual, or just a duller one? Discuss. Support your arguments with specific illustrations from your reading, study, or observation.

PBE1 - "The trouble with being open-minded is that your brains may fall out."

1/67 How, when, and to what extent is open-mindedness a fault? Explain and illustrate from your reading, study, or observation.

QBE1 - Some possessions like a mink coat, a particular kind of car ~~or dog~~, or membership in a particular club, by seeming to confer upon their owners a particular status, influence the average person more than he realizes.

<u>Assignment</u>: Choose one of these status symbols, or another that you think of, explain the reasons for its appeal, and show how that symbol has been a force for both good and ill.

E - 1 (continued)
College Entrance Exam. Board
1963 - 1967 Topics

RBE1 - "Adventure movies, romantic tales, science fiction, and detective stories are often the means of escaping from reality. Such escape is irresponsible. It is also harmful, both to the individual and to his society."

Assignment: Comment upon this statement, using your reading, study, or observation as the basis for your opinion. In your discussion, state to what extent you think the statement is correct or incorrect. Use illustrations to support your opinion.

RBE2 - "Growing up requires the acceptance of limitations."

Assignment: Do you agree or disagree with this statement? What evidence can you find in your own observation, reading, and study to support your point of view? Be sure in your discussion to make clear your interpretation or definition of limitations.

SBE1 - In the United States competition has long been accepted as a proper stimulus to success. Recently, however, students of high school and college age have begun to show some resentment against the pressure of competition.

Assignment: What are your opinions about competition? Illustrate your views with specific references to your reading, study, or observation.

TBE1 - "Wastefulness is part of the American way of life. We use three packages or wrappings when one would do, build machines to be obsolete in five years, and generally waste time, energy, and natural resources. Yet we consider thrift a virtue and we consider ourselves efficient."

Assignment: Are these statements justified? Do they tell us anything about ourselves? Explain and defend your answer, using illustrations from your reading, study, or observation.

The following comments are made by Evans Alloway, Director of Test Development for the Educational Testing Service in Princeton, New Jersey.

The paper marked "B" exhibits all the 20-minute topics used in the ECT between 1963 and 1971, the last year that the essay was offered. I might tell you that topic QBE1 evoked essays that became a bit tedious to score because many students wrote about how wonderful it is to have a dog. You can fix it up by simply removing the dog from the suggestions in the topic. Topic SBE1 ran into a little problem because many students misread "competition" as "composition" and wrote about why they shouldn't have to write anything; that's also easy to fix up. In all, however, the topics worked well. They were all pretested, of course, and they were all eventually used in national administrations.

E - 2
Educational Testing Service
Tests of Standard Written English

Directions: You will have 20 minutes to plan and write an essay on the topic given below. YOU CANNOT BE GIVEN CREDIT FOR AN ESSAY ON ANY OTHER TOPIC. You are expected to express your thoughts carefully, naturally, and effectively. Be specific. Remember that how well you write is much more important than how much you write.

Spring 1973

Americans are often criticized for being excessively materialistic. We are faulted for pursuing money so that we can rush out to buy the latest model automobile or the most recent fashions or a larger television set. Critics say that we no sooner get these products than we become dissatisfied and anxious to buy even newer and better things that manufacturers produce every year. Yet, it seems only human for people to want to improve their position in life and to want to make their lives more comfortable and interesting.

What good do you see in people's desires to buy and own better things? Choose one or two examples from your own or another's experience that show that this desire can be a benefit to an individual, to families, and even to society as a whole. Tell exactly what you consider the benefits of "materialistic desires" to be and tell how fulfilling these desires can be a positive good for people. Use specific examples to support your ideas.

Fall 1973

We often hear talk and read articles about organized sports programs that can cause problems for our society. Professional, collegiate and even secondary school sports programs are sometimes described now as being "big industries" and the players, whether male or female, as being "willing victims." Many critics criticize sports programs for the large budgets needed to support them and for the excessive time young people must spend in training for them. Sports are also blamed for encouraging an aggressive and competitive spirit and even violence. Yet most people, both males and females, enjoy participating in sports and also watching them.

What good do you see in sports? Choose one or two ways in which you think that sports are a benefit to individuals, to families, or even to all of society. Tell exactly what you consider the benefits of sports to be and tell how participation in sports can be good and useful to people. Use specific examples to support your ideas.

1976:

We constantly hear that television is a bad influence on our lives. We hear that it teaches people to be violent and to commit crimes. We hear that it tempts people to stay "glued to the boob tube" instead of talking to each other or reading. In short, in one way or another, television seems to be blamed for all that is bad in our lives. Yet, most of us watch television and undoubtedly see some good in it.

What good do you see in television? Choose one or two ways in which you think that television is of benefit to individuals, to families, or even to all of society. Tell exactly what you consider the benefits of television to be and tell how television works to improve or to help people. Use specific examples to support your ideas.

E - 3
Calif. St. Univ. and Colleges
English Equivalency Examination

1973

We are all made up of many selves. Describe some of your various selves--for example, food checker at a supermarket, big brother to a foster child, sole wage-earner in a large family, etc. How different are those selves? What do they have in common?

1974

"Think of a personal experience that has in some way changed your life, either for better or worse: a particular event, a person, a place you have visited, a book you have read. Describe the experience in detail and explain fully why it was an important one for you."

1975

Sample Essay Question:

Many observers of our society claim that modern man, immersed in materialism, is "owned by his objects." Yet many of us have objects that we treasure not just for their material value but for a variety of other reasons.

Assignment:

Describe one or more objects which are important to you. Explain what values they represent and comment on those values.

E - 4
Drake Writing Assessment
Mt. Tamalpais School District
California

Spring, 1976

Not all inventions have been good for all humanity. Name one invention we would be better off without, and make it clear why. You may do this writing as an essay, journal, letter, story, or other form.

*Spring, 1969: What would you like to be able to invent or create? Indicate what need your invention or creation would fill, and describe or explain it in as much detail as possible.

-Fall, 1968: A person may have some weakness or limitation, yet achieve fame or gain the respect and admiration of others. Sometimes it is because of his limitations that a person may learn to excel in some way. Select a person from your own experience, someone you know personally or a public figure you know something about, who fits this situation, that is, someone who has succeeded at something even though he has some weakness. If this person is not well known, he should be someone you respect and admire, someone you think others would respect. Write a well-organized essay in which you show that he has accomplished something significant or important despite his limitations. You are writing for a high school audience. Be sure to spend 10 minutes or so planning your essay. Allow time at the end for proof-reading.

* = successful topic
- = unsuccessful topic

E - 5
Jefferson County, Colorado
Writing Sample Report, 1976

This is the topic for the 11th grade

WRITING SAMPLE

"No man is an island, entire of himself. Everyman is a piece of the Continent, a part of the main . . ."

John Donne

This topic should lead you to think about the possible meanings of the quotation. You may build upon the idea by supporting it, or you may contradict the topic with an opposing point of view. Attempt to build a logical, reasonable opinion paper. Include an introductory and concluding paragraph and two or three paragraphs in the body of the paper. The supporting paragraphs may be developed by comparison/contrast, definition, illustration, or any other form which will produce a unified essay on this topic.

E - 6
Paul B. Diederich
Measuring Growth in English
pp. 60 - 61

13. My own standard of living
14. Were people happier in days gone by?
15. Some things do not change
16. The trouble with families
17. Mistakes parents make with children
18. Why teenagers rebel
19. Are teenagers conservative?
20. When should teenagers be treated as adults?
21. There's nobody like _____
22. Who should go to college?
23. My idea of an educated person
24. What I like about life in my country
26. My country's contributions to mankind
27. In what ways are all men equal?
28. Is peaceful coexistence possible?
29. Can a world government prevent war?
30. What is the spirit of our time?

E - 7
Kenneth Edward Resch
Western Illinois University
(selected topics)

1. How should a fun picnic be organized?

2. "The double standard still operates in America, but now females are treated better than males." Why and in what ways do you agree or disagree with the above?

3. How do you think the college environment will change your life style?

4. Given the quality of life in our society, do you feel that man has reached the peak of his accomplishments; or do you feel that there are still "New Frontiers" for man to explore and conquer?

5. It has been suggested that most of the problems our country is currently enduring are due to overpopulation. If the population is allowed to continue to grow, problems such as pollution, unemployment, and racial friction can only get worse. By this line of reasoning, it would seem imperative that legislative action be taken to establish controls over the rising birth rate. Write an essay supporting or denying the necessity of legislated population control.

6. "The ideals of a nation are revealed in its advertisements." Judging from billboards, television commercials, and newspaper and magazine advertising, what might one infer about the ideals of the people of the United States?

7. Using specific incidents and observations from your own experience to illustrate your general ideas, discuss the important differences between urban living (large cities) and rural living (small towns and farms). Also, relate these differences to differences in social, moral, and political values held by the people in both categories.

E - 8
Classroom topics for impromptu writing by C. Keech

1."The greatest danger to a free society is the pleasure we take in having our minds made up, and the displeasure we feel when new opinions or facts threaten to un-make them."

"Some people's minds are so open, their brains are in danger of falling out."

Choose one of these positions to defend, OR discuss the problem of open-mindedness. Consider ways in which it is an asset, and ways in which it may sometimes be a liability. (handicap) Which seems to be the greater danger, being too close-minded or being too open-minded?

2. Our constitution dedicates us to the proposition that all people are created equal. In a short essay, define and discuss the notion of "equality". In what sense would you agree with the constitution? In what ways might you disagree? What do you think our Founding Fathers meant by "equality"?

3. People do many terrible things to one another, accidentally or intentionally. You may remember an occassion on which someone said, "That's the worst thing you could have done to me!" Choose <u>one</u> thing and write a short essay, escribing it as:

"The worst thing one person can do to another".

Use reasons and examples to make your case. There is no wrong or right answer. Your essay may be serious or humorous.

APPENDIX F:

Mode Two: Type 2, Transactional

F - 1
Rex Brown, NAEP
Topics for explanatory and persuasive letters

1. Mr. C. H. Brown is one of your regular customers. You deliver his newspaper, but he has not paid you for his subscription for over two months. You need to collect what he owes you, but do not wish to cancel his subscription or force him to do so. Write him a note in which you explain why it is important for him to pay, and tell him when and how he might do so, Be persuasive.

2. You have been sent a bill by a computer, charging you for two new radial tires which you did not purchase. You will be threatened by a collection agency if you do not set the matter straight. Write a letter which will receive prompt attention by someone who can find the error in their billing department. (Question should give particulars of company, address, name, and invoice number.)

3. You ordered an engraved item (pen, pencils, etc.) for your father's birthday. It has arrived, with his name misspelled. (Question gives all details.) You must persuade the company to correct their error in time for his birthday, which is only two weeks from the date of your letter.

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4. Imagine that your principal asked for suggestions about how to make things better at your school. Write a letter to your principal telling him just ONE thing you think should be changed, how to bring about the change and how the school will be improved by it...Sign your name "Chris Johnson". (address and Principal's name given.) (p. 8, Writing Report 05-W-03, Feb. 1977)

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7. Variations on the letter to the Principal. We are asked not to use the idea that the principal has announced the gift of an abandoned parking lot, or a free room in the school for student use. Four suggestions are given from which writers may choose, but they may also make an original suggestion. The suggestions offered are intended to prime the pump, but also to allow students who do not have an idea to demonstrate writing skill in any case.

My own variations on the letter to the Principal follow, with several other problem-solving situations for persuasive letter writing. We are not prohibited from using the original letter to the Principal (Topic 4, above) or any of our own variations. If we don't choose this format, I will ship these over to Jim for inclusion in the Project's package for local school writing assessments, since this topic has obvious spin-off rewards for the entire school.

EXERCISE 8. Summer Job Application

SUMMER ONLY

Need two high school students to work in large clothing store. $85 week, July and August. Write John Fried, Box 28078, New York Times, New York, New York 10017.

Chris Jones lives at 3600 Larch Street in New York, New York 10004. Chris has finished the junior year at Truman High School and has been looking for a summer job. Chris spotted this advertisement in the New York Times and has decided to apply for the job. Write Chris' letter of application to Mr. Fried.

The essential information needed to write this letter included: the level of education the applicant had completed, the job he or she was applying for and a way the applicant could be contacted.

EXERCISE 2. Writing a Get Well Note

Pretend that one of your classmates has hurt his leg and will have to stay at home for a long time. Your class would like to cheer him up. You have all decided to write him letters.

Write a letter to your classmate. Write the kind of letter you think he would be happy to get.

The nature of the directive made it impossible to determine a firm standard of acceptability. In some cases, a sarcastic or caustic note might cheer up a friend as much or more than a traditional get well note.

-Help Wanted-

OFFICE HELPER: experience in light typing and filing desirable but not necessary, must have 1 yr. high school math and be able to get along with people. $2.50/hr. to start. Start now. Good working conditions. Write to ACE Company, P. O. Box 100, Columbia, Texas 94082.

-Help Wanted-

SALESPERSON: some experience desirable but not necessary, must be willing to learn and be able to get along with people. $2.50/hr. to start. Job begins now. Write to ACE Shoestore, P. O. Box 100, Columbia, Texas 94082.

-Help Wanted-

APPRENTICE MECHANIC: some experience working on cars desirable but not necessary, must be willing to learn and be able to get along with people. $2.50/hr. to start. Job begins now. Write ACE Garage, P. O. Box 100, Columbia, Texas 94082.

Unlike the summer job application (Exercise 8), the ads are somewhat specific and suggest that persuasive details about education, work and personal qualifications should be definitely included in the response.

F - 3
Classroom topics by C. Keech

School

I. Your principal has requested students to submit suggestions about how to improve the school. Think of ONE, and only one, change which you think would make life at school better for you and others. In a letter to your principal, ~~identify the problem you wish to solve,~~ describe the change you would like to see made, give any suggestions you might have about how to bring about the change, ~~and explain how your suggestion will effect the school~~. Your proposal may be serious or humorous, but it should sound sincere.

2. Your principal has announced that $10,000 has been donated to your school for improvement of extra-curricular programs such as art, music, drama, sports, field trips, and anything else the school wishes to apply it to. Write a letter to your principal explaining what you think the major priorities should be, or outlining a new program which you think deserves financing. You do not have to account for spending all the money. Concentrate on ONE, or at most two, areas and describe convincingly why these need money, and how it will be spent.

3. Your principal has announced that half a day per week will be set aside for new activities suggested by students. Write a letter to the school paper explaining how you think the time should be used and whether or not attendance should be mandatory. What suggestions do you have for insuring that most of the school population will be involved, rather than simply leaving school?

4. Several students have been suspended or expelled for leaving campus during lunch or study hall. There is general outrage that students are being forced to miss school for non-attendance at non-events. Write a letter to your principal, EITHER giving reasons for a change of policy to make an open campus legal, or write a letter to the school paper defending the principal's action and explaining why you approve of a closed campus.

5. Students have been suspended or expelled for smoking behind the gym and in the parking lot. Smoking is forbidden anywhere on the school grounds. It is also forbidden to leave the grounds during the school day. EITHER write a letter to your principal appealing for a change of policy which would allow students to smoke legally somewhere during the school day, OR write a letter to the school newspaper supporting the principal's decision, and giving reasons why smoking should not be allowed on campus.

6. Your history teacher is very strict about deadlines. You have been guilty of procrastination, but you would not care ordinarily because you are accustomed to writing your history report the night before. This time, however, you have become interested in your topic, and realize that you have several questions you would like to find answers to before finishing the paper. You are certain to get a 'D' if you do your usual sloppy job. If you can get an extension, you might be able to earn an 'A'. Your parents have promised to help pay for a new bike if you raise your grade in history.

Write a letter, using reasons which will appeal to your history teacher, explaining why you should be allowed more time to finish your paper.

F - 3 (continued)
Classroom topics by C. Keech

II. Home

1. A brother or sister has borrowed something from your room which you value highly and wish to have returned. You and s/he have not been on good terms in the past, but recently things have been more friendly and you are anxious to keep them that way.

Decide what the object is, who the person is (give your brother or sister an imaginary name), and what you wish to ask them to do about returning your possession.

Write a letter which you think will insure a prompt return of the item without a loss of friendship.

2. The TV is broken. It has been out of order for three weeks. Your parents, who both work, can't seem to get around to calling a repairperson. You are anxious to get it fixed, but nagging them hasn't helped. Before leaving for a friend's house to watch a program assigned by your Science teacher, you decide to write them a note which will solve the problem. Write the letter below.

3. You have been accused by a neighbor of vandalizing the neighbor's car with a group of friends. Your parents are prepared to make you help pay for the damage. You are innocent. Write a letter to your parents in which you persuade them of your innocence, and explain what you wish them to do to help you in this situation.

III. Community

1. You have just learned the following facts. Using these, write an appeal to be printed in your school newspaper, trying to persuade students to help change water-use in their homes. Make concrete suggestions about what they might do, as well as giving convincing reasons why they should change their life styles to conserve water.

a. This is the third straight year of drought in California.
b. A high-pressure front is preventing rain or snow storms from arriving in California.
c. Unless California gets twice its normal rainfall from now until March, water supplies will be completely exhausted by August, even with current cuts in water consumption.
d. If current consumption is cut by 50%, there will still be enough water for basic drinking, cooking, and minimal washing throughout the summer until time for the fall rains.
e. Rates for those who use over the amount rationed for each family will double for the amount over your allowance.
(f. Subsituting water in public places for running water at home, by using public toilets and drinking fountains keeps personal rates down, but still uses the total public supply) (omit?)
(g. People who water lawns and wash cars today, in order to postpone self-denial, are hastening the day when they will not have enough water to drink or bathe in.) (omit?)

2. You have just learned the following facts. Using these, write an appeal to be printed in your school newspaper, trying to persuade

(cont.)
students to help eliminate the use of aerosol cans in their homes. Use only relevant facts which you find persuasive. Organize your appeal.

a. Aerosol cans containing products like hair-spray, oven-cleaner, bathroom deoderizer, ant killer, etc., are usually powered by a gas called Freone.
b. Freone was thought to be an inert gas. It goes into the air with the product being sprayed. It is also produced by super-sonic jets.
c. Scientists have recently discovered that Freone is not inert. It reacts with ozone, which is a fragile gas in the Earth's upper atmosphere. Ozone protects plant and animal life from the sun's destructive ultra-violet rays.
d. Ozone is a very unstable gas, which is reformed by lightening storms. The presence of too much Freone in the upper atmosphere has begun to break down the ozone layer faster than natural forces can replace it.
e. Scientists suggest that banning aerosol cans could help restore and preserve the ozone layer.
f. Many companies are producing mechanical atomizers and alternatives to spray cans, but most major aerosol manufacturers are refusing to cut production until further studies have been made. They are actively lobbying in Congress to prevent laws being passed to outlaw Freone powered products.

3. You have just learned the following facts.. . .etc.

a. list facts about diminishing fuel reserves
b. list facts about pollution from internal combustion engines
c. list facts about industrial pollution, and let the appeal be addressed to a local newspaper, against a local company

4. Allow students to choose one of several community-spirited topics, like littering, dog-control, smoking in public places, etc. and make an appeal either to the "offenders" or to the "victims" to understand the other's needs.

IV. Career/College

1. Manufacture name of college, request for statement of purpose and personal characteristics. Ask for a letter to accompany application for admission. (What will this mean to those who don't wish to go to college?)

2. Summer Job Application: Revision of Nat'l Assess. to allow more attractive choices and personal responses:

Think of a job you would like to do and be paid for. Complete the following advertisement with the title of the job, and/or a brief description.

333 HELP WANTED	333 HELP WANTED

Young person wanted, age 15-18
June 20-August 20, $400/mo. full-time
for

_____

_____

Inquire: P.O. Box 3908, Westlin, CA, 98063

F - 3 (continued)
Classroom topics, C. Keech

(Career-2) (cont.)

Pretend your name is Chris Jaspar or Pat Obumm. You are 16, and you live at one of the following addresses (take your pick:)

12 Dust Creek Weed Patch, CA 90156	or	1111 25th Av., Apt. 302 Bay City, CA 92001

You wish to apply for the job you have seen advertised. Using your own real interests, personal characteristics, and experience, write a letter which you think will persuade the advertiser to consider you.

3. 333 HELP WANTED | 333 HELP WANTED | 333 HELP WANTED

SUMMER TRAVEL OPPORTUNITY!!!!!!
I am a professional _____ of 15 years' experience. I am willing to hire a young _____ (man, woman) to accompany me to _____ (name of place) as my assistant. His/her job will include _____ (give details) _____ plus routine chores. I will pay $200 plus all meals and travel costs. Resume and inquiries should be addressed to C. Clavel, Box 3333, Berkeley, CA, 94700.

Complete this ad with details you would like to see advertised.

(Add instructions about letter of application as in question 2.)

4. 195 CAREER AIDS

MEN-WOMEN
TRAIN NOW FOR THE FUTURE !!!

APPRENTICES WANTED: SUMMER TRAINING PROGRAM FOR TEENS.
--Electrical engineering/plumbing/carpentry
--Recreation leadership/wilderness guide
--Vetinary and Zoo caretaking
--Accounting and Computer Programming
--Motorcycle and Car Repair
--Secretarial/Receptionist
--Teacher/ Public Health Assistant Trainer
June 20 thru August 20, with school-year and post graduation job placement guaranteed. COST: $500, live-in.
Scholarships available. Enrollment limited.
Send resume and choice of program to:
TEEN APPRENTICES
P.O. Box 1111
Bay City, CA
97006

Write a letter applying for admission to this summer training program. Specify which part of the program you would like to join, and what interests, experiences, or personal characteristics especially qualify you. Explain whether or not you will need scholarship aid. Sign your name (as in questions 2 & 3.)

Age 13

Three essay exercises are released at this age. One, which asks respondents to write about some person they admire very much, was given at age 17 also, and is discussed in Chapter 4. The other two ask students to write a letter to a pen pal and to write about an event in history which they would like to have played a part in.

#E-4. (Age 13: 7-19)

Write a friendly letter to a "pen pal" in another country, telling him (or her) about your preparations for some holiday. Your letter should be as "newsy" as possible because your friend probably does not know how you do things where you live.

(The rest of the page provided lines for their responses. Students could use the back of the page if they wished.)

F - 4 (continued)
NAEP, November 1974
05-W-01

Age 13

Objective I. Write to Communicate Adequately in a Social Situation.

Seven exercises were used for this objective. One was an essay and is reported in Chapter 3. The other six range widely in difficulty, as shown in Figure 2-2. The three discussed here all fall in the easy group: 91% wrote an acceptable invitation to a friend to visit; 78% addressed an envelope correctly using given information; and 67% wrote an acceptable note based on a telephone conversation which they listened to. The three unreleased exercises were similar in the tasks to be performed--convey a message from a phone conversation (two exercises), and address an envelope--but proved to be more difficult.

#201. The task was to write a letter inviting a friend, Ozzie to visit for a week. To be acceptable, the invitation had to be a letter, directed to Ozzie, and include an invitation; 91% of the 13s wrote a letter which met all the qualifications.

#202. Using information given them, 13s were to address an envelope; 78% did so correctly, while 19% omitted some or all of the information.

#203. Youngsters listened to a tape-recorded telephone conversation between Al and Ben, and were instructed to write the note that Ben would have had to write, including three pieces of information; 67% did so correctly. More than 80% included at least one of the three pieces of information.

F - 4 (continued)
NAEP, 1974
05-W-01

Adults

Objective II. Write to Communicate Adequately in a Business or Vocational Situation.

Three of the five exercises for this objective are reported here. Approximately 50% could complete each of the three successfully, while the two unreleased ones were answered acceptably by 75% and 34% of the adults. This is shown in Figure 2-4, page 44.

#403. Asked to invite the mayor or some other leader in the community to speak to a club, business association, or church group, 51% of the adults wrote a letter which included all necessary information, while 28% gave no response.

#404. Of the adults, 50% could fill in all the blanks of an application form with appropriate information, while 5% gave no response.

#405. Adults were asked to order a pair of sea horses from a given address; 49% of them did so, 30% gave a response which did not include all the necessary information, and 20% gave no response.

#E-7. (Adult: 3-18)

Read the following news item carefully and then try to do the exercise that follows it.

The State Highway Department announced today that it is considering plans for an additional interchange on the expressway between Market Beach and the state capital. The new interchange would provide access to the historic Windsor Valley through the village of Windsorville and State Highway 260. Highway Commissioner Oliver P. Stroud said that his department had no plans originally to locate an interchange at Windsorville, but official opinion was swayed by a strong campaign led by Windsorville Mayor Charles Kronbacher. Commissioner Stroud quoted a letter from the mayor: "Windsorville has slept long enough in the colonial past. That was 200 years ago, and times change. Bringing in the people who will develop the valley will bring us up to the times and lower the tax rate, too." Commissioner Stroud admitted, however, that there is opposition to the proposed construction. Township Committeeman Milton Swift has already expressed his official opposition in an open letter to township residents. Swift cited such problems as unwanted traffic, broken zoning ordinances, and loss of the valley's historical and rural tradition.

Let us say that you are a resident of Windsorville and have definite feelings about the Highway Department's plans. In the space below write a letter to Commissioner Stroud, telling him how you feel about the planned interchange and why you feel that way.

(Examples of what Adults wrote in response are shown on the following pages.)

Age 17

Objective I. Write to Communicate Adequately in a Social Situation.

Three of four exercises under this objective are released. At least 50% responded acceptably to all four, as Figure 2-3 shows. The released exercises show that 79% of the seventeens wrote an acceptable note based on a telephone conversation, 75% wrote acceptable instructions for making or doing something, and more than 50% wrote a description of an automobile accident in an acceptable manner.

#301. Seventeens listened to a telephone conversation between Peggy and Carol, and then wrote the note that Carol would have had to write. The note had to include three pieces of information to be judged acceptable; 79% of the 17-year-olds performed this task successfully.

#302. When asked to write the steps for making or doing something, a total of 75% gave acceptable responses in that they mentioned all the steps; 58% gave acceptable responses which also included the specific information necessary for the reader to do the job correctly. Unacceptable responses were given by 22%.

#303. Seventeens were given a diagram of an accident involving two cars. They were told to study the diagram and then describe the accident in their own words. Four pieces of information had to be included for the description to be judged acceptable; 53% of the 17s completed this successfully.

F - 6
1975 Calif. Assessment Program

Question B

Writing Directions: When we make or do something, we usually follow certain procedures. There are certain steps to follow in baking bread, tarring a roof, cutting a pattern, painting a house, repairing a car, developing film, changing a tire, and other such activities. Choose something that you know how to make or do. Describe from the beginning the steps that you follow in order to make it or do it.

SCORING INSTRUCTIONS

6-8 Superior papers deal with a subject with which the writer is familiar enough to:

(1) *identify* the materials involved and
(2) list the steps from *beginning to end*.

The superior writer gives a suitable introduction to identify the subject. He frequently uses supporting examples or written illustrations to explain. No distracting errors in mechanics, usage, word form, or syntax should be apparent.

7 This score is useful for thinner versions of 6-8 papers. It will probably serve as top score for those papers, otherwise well-handled, which miss a specific transition from one step to the next. Papers which are overly technical and somewhat confusing may fall in this range. In addition, a 7 score may contain an error in usage or mechanics.

5-6 These scores will prove useful as top scores for those papers where the description of how to do or make something is generally well-handled but where the writer has neglected to list needed materials. These papers are uneven in quality and may contain some errors in mechanics or usage.

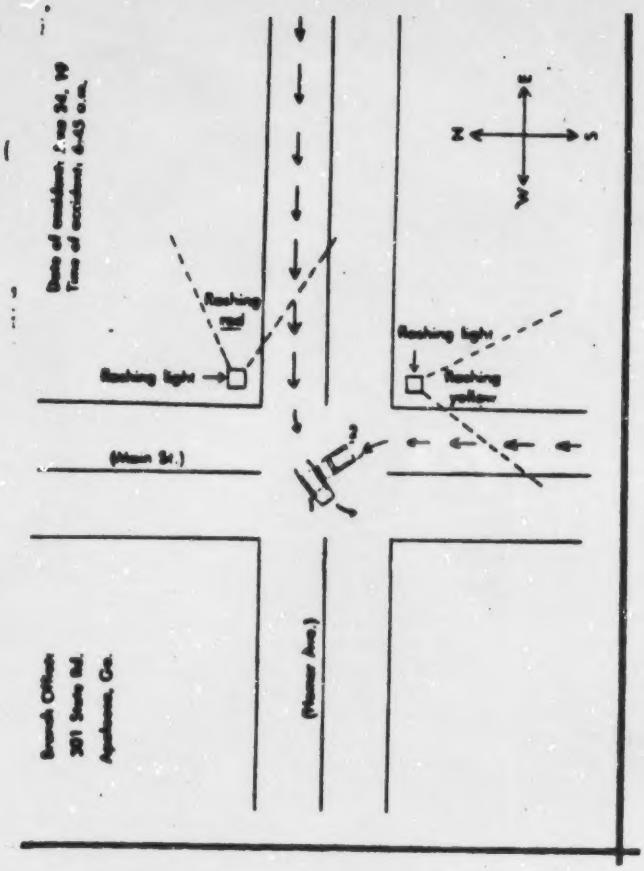
4-3 Lower-half scores will include responses which do one or the following:

1. Does not make clear what procedure is described.
2. Does not identify materials to be used.
3. Leaves out steps necessary to following the procedure.
4. Rambles instead of following a progression of steps.
5. Summarizes instead of explaining the steps of a process.

These papers may contain errors in mechanics, usage, word form, or syntax.

2 This score will be useful for those papers which compound the weaknesses of 4-3 scores and show little knowledge of word form and syntax.

1 This score is to be used for any response which has almost no redeeming qualities.



Question E

Writing Directions: Here is a diagram of an automobile accident. Study the diagram for a while and then describe the accident in your own words.

CONTENT

1. In order for a description to be acceptable, it must mention *five* of the following *six* pieces of information:
   a. name of the street for each car
   b. direction each car was traveling
   c. light each one had
   d. the fact that each was turning
   e. mention or indicate that a collision occurred
   f. the time of the accident

2. Because the problem involves the reporting of an incident, the *ordering* of the facts should have a strong bearing on the evaluation. There should first be some sort of introductory statement to the description of the incident, then a relating of the time, location, people or objects involved and their placement or actions (not necessarily in the sequence indicated here).

3. No consideration is made of extraneous information or judgment of who is at fault.

F - 7
ETS
US Foreign Service Exam.

SECOND WRITING SAMPLE

Candidates are given forty minutes to write on a topic such as the following.

Using any or all of the information given below, you are to write a report for your superiors in which you describe and interpret the following incident.

You are not to recommend a course of action, but to report the incident so that your superiors may decide what, if anything, is to be done. Therefore, you should make only those interpretations of the incident that you think may be helpful to your superiors in making their decision.

The report has not been organized for you. You are advised to consider all the information carefully and to organize it for maximum effectiveness before you begin writing.

1. The island of Tapu is of strategic value to both sides in the cold war.
2. It is governed by a dictator, Ronval.
3. Ronval's request for a loan from the United States government has been denied.
4. The present policy of the Ronval government is to harass all United States citizens, business, and commerce in Tapu.
5. The SS Raccoon arrived in the port of Tapu to unload its cargo of machinery.
6. Tapuvian customs inspectors and port officials boarded the ship with the pilot.
7. After he had made a check of the inventory of the Raccoon, Captain Barti, Chief of Customs, claimed that one case containing twelve cans of coffee was missing from the ship's store.
8. Barti insinuated that the crew of the Raccoon was engaged in smuggling contraband materials into Tapu, but he refused the request of the Raccoon's captain, George Wheeler, that the inventory be rechecked immediately in the presence of the ship's officers.
9. The port officials denied the crew permission to disembark.
10. The Raccoon was forbidden to unload its cargo.
11. The cost of keeping a ship in port is estimated to be $10,000 per day.
12. Captain Wheeler asked for the assistance of a Foreign Service officer from a nearby consulate who happened to be present in the port on official business.
13. After twelve hours of discussion, the Foreign Service officer was able to persuade Barti to reinspect the ship's stores.

SECOND WRITING SAMPLE (CONTINUED)

14. The second check revealed no item missing from the stores.
15. Wheeler and the officer accompanied Barti on the second check.
16. Barti insinuated that the American crew had at last learned that it is not wise to attempt to smuggle in Tapu and had returned the missing item in time for the second inspection.
17. The United States government believes that the economic policies of Ronval are unsound and his government corrupt.
18. Ronval is now flirting with the Communists, but has made no definite moves as yet.
19. The restrictions on the ship and the crew were finally lifted.
20. The ship had to wait until the following day to unload its cargo.

In writing your report, assume that you are the Foreign Service officer present in the port.

First Writing Sample

Directions: Using any or all of the information presented below, you are to write a brief memorandum to your superior in which you outline the situation, recommend a course of action, and explain your reasons for the recommendation you have made. Assume that you are the Embassy's Personnel Officer and that your superior is the Counselor of Embassy for Administrative Affairs.

The memorandum has not been organized for you. You are advised to consider all the information carefully and organize it for maximum effectiveness before you begin. You will be allowed 20 minutes for this exercise.

1. Anthony Lamont Kingston is a citizen of Tavia.

2. His wife is a newspaper columnist noted for her anti-American viewpoint.

3. His brother Frederick is a member of the Tavian parliament.

4. Mr. Kingston was involved in an automobile accident with Charles Smith.

5. Charles Smith is a member of the junior staff at the United States Embassy in Tavia.

6. Tavia is his first post, and he has been in Tavia only four weeks.

7. Mrs. Kingston suffered a cut lip in the accident, but no one else sustained injuries.

8. Mr. Kingston's car was damaged slightly.

9. Kingston claims that the accident resulted from Smith's negligence.

10. His diplomatic immunity prevents Smith from being sued for damages.

11. Eyewitnesses to the accident support Smith's view that Kingston was negligent.

12. Kingston called personally at the Embassy and presented his complaint rudely and vociferously, with vague hints of retaliation by the Tavian government.

APPENDIX G:

Mode Two: Type 3, Expository, Critical

G - 1
Calif. St. Universities and
Colleges, 1971

5. Question 2. The following question was distributed to all students:

"A Founding Father said: 'Get what you can, and what you get hold;
'Tis the Stone that will turn all your Lead into Gold.'
A contemporary writer said: 'If it feels good, do it.'

Assignment: What do these two statements say? Explain how they are alike and how they are different."

G - 2
CSUC, 1975

PACKET II

Materials from the California State University & Colleges

1975

English Equivalency Examination

Edward M. White, Director

Exposition - 90 min.

Sample Essay Question:

"My Father was killed on Iwo Jima," he said.
"I'm sorry," I said.
"I guess there were good people killed on both sides," he said.
"I think that's true," I said.
"You think there'll be another one?" he said.
"Another what?" I said.
"Another war," he said.
"Yes," I said.
"Me too," he said. "Isn't that hell?"
"You chose the right word," I said.
"Each person does a little something," I said, "and there you ar
He sighed heavily. "It all adds up," he said.

Kurt Vonnegut, Jr., Mother Night

To be sure, whoever realizes the senselessness, the hopelessness of this world might well despair, but this despair is not a result of this world. Rather it is an answer given by an individual to this world. Another answer would be not to despair, would be an individual's decision to endure this world in which we live like Gulliver among the giants.

Friedrich Dürrenmatt, "Problems of The Theatre"

Write an essay in which you explain the views implied in each of these passages. How are these views different and how are they alike?

2. Question 2. The following question was distributed to all students:

A. "'If a society is to strive with any hope of success toward peace and prosperity in a commonwealth, the authority governing that society must not only be able to pass laws and to reassess those laws constantly as circumstances change. . ., it must also be enabled to enforce those laws and to exact penalties for their violation.'

B. "'Under a government that imprisons any unjustly, the true place for a just man is also in prison.'

"Assignment: Write an essay on the two passages above in which you answer the following:
In what ways are these statements alike and in what ways do they differ?
What strong or weak points does each position have?
To what extent might a person accept both positions?"

RECOGNIZING SYSTEMS I

Every system operates by certain rules it imposes, certain restrictions it provides, certain rights it guarantees, and certain roles it assigns. Let us call these the "four r's of systems". Using these, look around you and begin to identify and understand the systems which operate wherever there are people gathered together:

ROLES RIGHTS RULES RESTRICTIONS

First define these terms.

Some exercises may help you begin to see how systems work.

First consider the matriarchal versus the patriarchal systems of government, or social organization.

EXERCISE ONE. In small groups discuss the following -- take notes on your decisions and the reasons for them.

1) Why might a group decide that men are better qualified to govern than women?
2) Why might a group decide that women are better qualified to govern than men?
3) What differences would there be between a matriarchal and patriarchal society? What rules, restrictions, and roles would be different?
4) In which society would you prefer to live? Why?

EXERCISE TWO. Consider American society. Here are some statements about our society. Try to find others which will help you determine whether our society is governed by men or women.

"No woman has ever been elected President."
"Until 1920, women were not permitted to vote. A constitutional amendment was required to give them that right."
"Most college teachers, physicians, pastors, judges, and lawyers are men."
"It has been estimated that women make 85 % of all the retail purchases in this country."
"Most kindergarten and elementary school teachers are women."
"When parents are divorced, children are usually left with their mothers for upbringing, especially when young."
"One of the greatest humanitarians in this century was Eleanor Roosevelt."
"In most business firms, men receive higher pay than women for assuming similar responsibilities."
"The majority of stockholders are women."
"The suicide rate is higher among men than women."

Write a report supporting ONE of the following statements. Feel free to include any relevant facts you can find.

1)American society is a patriarchal system.

APPENDIX H:

Mixed Assessments

H - 1
1975 California Assessment Program

State Writing Sample Results

by Beth Breneman, Consultant,
California State Department of Education
and Helen Lodge, California State University Northridge

The Department of Education has just completed a study of student writing which involved eliciting and scoring essays from over 4,000 California twelfth-graders. There were two major purposes for conducting this study.

First, it was done to honor a verbal commitment made to the English Language Assessment Advisory Committee, a group formed in 1972 to assist in the development of the state-mandated tests of Written Expression and Spelling for grades 6 and 12. From the beginning, the English Committee voiced a preference for measuring written expression by requiring students to write. Though it was not feasible to use essays for state assessment purposes, the Department of Education agreed to conduct a special writing sample study as a means of validating and improving the objective tests of written expression. Correlations between test items and actual student writing scores could thus be used as criteria in the ongoing revision of the assessment instruments.

The second major purpose for the study was to assess directly the writing performance of a representative group of California twelfth graders. This information represents baseline data for the state which can be used in formulating general suggestions for program improvement in composition as well as for comparative purposes in any future studies that might be conducted in student writing. The recent furor over student writing underscores the importance of this second purpose.

Since there was no legislative mandate or special funding for this project, the Department of Education is especially grateful to the English Committee and the many English teachers who made it all possible through their collective efforts.

During February, 1975, over four thousand twelfth-graders from twenty-eight randomly selected high schools wrote an essay on one of the following five topics:

A describe a favorite object;
B give directions on how to do something;
C compose a letter describing a pictured event;
D discuss an invention mankind would be better off without;
E describe, from a diagram, an automobile accident.

A variety of writing exercises was included in order to elicit a variety of writing skills.

These topics and specific administrative instructions, suggested by an advisory group of English teachers, were provided to schools by the Department. The topics were arranged and distributed to students in a random order to insure a relatively equal number of responses for each of the five exercises. The students were allowed forty minutes for writing.

SECTION A

ns in this section may be treated in the poetical or prose or dramatic form candidate's choice, except where indicated.

o late.

der this title, in whatever form you please, explore any moment in your t when, you now feel, you missed an opportunity to respond to the ds of another human being.

"Readily in cities changes occur;
Animals live in houses
And men in gutters."—*O. Ojajimi*

ite, in whatever form you please, under the title

"In the gutters of cities"

ing the tone of your writing, sadly ironic, from the quotation.

"The villains will not reach me
Once I am more sure of what I am"—*Jaci O'Brien*

ite, in any form you please, on the need to be sure of what you are, and "villains" against whom such sureness would protect you.

l the blossoms on the tree of human pain"—*Hamish Henderson*

HER

te a poem or short story on this theme.

llenging the view that there can be blossoms on human pain write a y or play in which the barrenness of human pain is acknowledged and ssed.

1975. Scottish Certificate of Education.
Certificate of 6th year Studies
Paper 1. Creative Writing

5. 'Simple. If you love you give
Whatever is in your hand or mind or power:
.....
Give as the lyre-bird gives his love
A total view of his magnificence
Or as a half-forgotten Phrygian sect
Offered bread and cheese to God'—*Susanne Knowles*

Write a poem or short story entitled:

"To God, and others, gifts".

6. "like a small man standing at the bottom of Big Ben holding a long thread tied to the top which slowly bends over as the man creeps furtively away"—*Tom Leonard*

Write a scenario for a cartoon film in which this occurs as an event.

7. "If you are afraid of loneliness, don't marry"—*Strindberg*

Write a short story in which EITHER the reader gets a picture of loneliness in marriage OR the paradoxical aspect of the statement is developed.

8. Sociologists tend to write not of how we behave but of "our behaviour patterns", not that we move well but that we "have very good mobility".

Write some humorous verses using and mocking such circumlocutions. You might care to use as title or first line:

"My failure to maintain my equilibrium is showing".

9. "A saint, sanctified by parrots"—*Hans Keller*

Invent a character whose personality has been falsely esteemed by others in this way and EITHER write a full-length character-sketch which describes him/her and accounts for how he/she achieved this peculiar sainthood; OR write a short story which ends with the phrase, spoken in derision.

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H - 3
Schools Council Exam. Bulletin # 12

SET 1—SEPTEMBER 1963. Time allowed: 40 minutes.

PLEASE WRITE YOUR NUMBER ONLY on the top *right-hand* corner of each sheet.
Please write on BOTH sides of the paper.
At the head of your composition write the number of the subject you have chosen.*

Write on ONE of the following subjects: Essay 1, Type 3

(1) Myself at 10 or myself at 20.
(2) Write about an occasion when you were with friends and something happened which alarmed you.
(3) Try to imagine what space travel is really like. Describe an attempt to land on the moon which nearly succeeded.
(4) Describe briefly a public demonstration or protest march as if you saw it or took part in it. What do you think about such activities and the people who take part in them?
(5) Relatives.
(6) Your neighbourhood, past, present and future.
(7) Getting away from it all.
(8) A party I did not enjoy.

SET 2—OCTOBER 1963. Essay 11

(9) If you could get only one channel on your TV set, would you want that channel to be B.B.C. or I.T.V.? Give your reasons fully.
(10) Fashions in clothes for teenagers change frequently. How far is this a good thing and how far is it merely a way of taking money out of their pockets?
(11) What are some of the commonest causes of disagreement between young people of your age and their parents? Give some of the arguments on both sides and finish with your own opinion.
(12) Explain why special difficulties arise for people when they reach old age. Say how you think such difficulties should be met.
(13) Crime—its causes and cure.
(14) Newspapers—public service or public menace?

SET 3—NOVEMBER 1963. Essay 1. Type 4

(15) Write a story about a brief encounter between a boy and a girl.
(16) Write a story about an old man and a young child left together when the rest of the household have gone out.
(17) "After travelling for three days we found ourselves back at the point we had started from". Write a story about a jungle adventure in which these words might have been spoken.
(18) A man invents a machine which can tune in to anyone talking anywhere. He eventually decides tc destroy his machine. Write the story connecting these two events.
(19) Write a story about a man who is haunted by the ghost of himself as a child.

SET 4—DECEMBER 1963.
(20) Feet.
(21) Windows.
(22) Hate.
(23) Strangers.
(24) Ruins.
(25) Bottles.

SET 5—JANUARY 1964. I, 3 + 4
(26) Write the beginning of a novel set in an area you know well. Your *last* sentence should begin: "It was here that I first. . . ."
(27) My most treasured possessions.
(28) January.
(29) Your first close-up view of somewhere that is very familiar to you from a distance.
(30) Boys and girls seen in a Beatle queue.
(31) Describe the time when you were waiting for something important to happen. (What did you see? What did you hear? Say what it is you were waiting for but finish at a point just *before* it happened).

SET 6—FEBRUARY 1964. I, 4
Choose one of the following extracts and develop the ideas or explore the experiences, real or imaginary, that it suggests to you. (There is no reason why you shouldn't start writing even if you are not sure how you are going to end).

(32) A man hunt on the moon is full of horrible sights and sounds.
There are these foxes in red jackets, they are their own horses and hounds.
They have unhuman eyes, O they are savage out of all bounds.

(33) *The Little Cart*

The little cart jolting and banging through the yellow haze of dusk;
The man pushing behind, the woman pulling in front.
They have left the city and do not know where to go.
'Green, green, those elm-tree leaves; they will cure my hunger,
If only we could find some quiet place and sup on them together.'

The wind has flattened the yellow mother-wort;
Above it in the distance they see the walls of a house.
'There surely must be people living who'll give you something to eat.'
They tap at the door, but no one comes; they look in, but the kitchen is empty.
They stand hesitating in the lonely road and their tears fall like rain.

(34) At the round earth's imagined corners, blow
Your trumpets, angels.....

(35) I hear an army charging upon the land,
And the thunder of horses plunging, foam about their knees :
Arrogant, in black armour, behind them stand,
Disdaining the reins, with fluttering whips, the charioteers.
They cry unto the night their battle name :
I moan in sleep when I hear afar their whirling laughter.

SET 7—MARCH 1964 Essay II, 1

(36) If you have done a part-time job, write about what you learned from it. How was it different from work at school?
(37) In what ways do you think you conform to the tastes and behaviour of the boys and girls of your own age with whom you spend your time? In what ways do you break with them? What do you think about this state of affairs?
(38) Of the families you know well (including your own) which work well and which work badly? Why do you think this is so?
(39) What do you think about the area in which you live? Are you attached to it? What do you think about its appearance?
(40) How big a part does sport play in the lives of you and your friends? Does it seem too big, too small or just right?
(41) Discuss ONE of the things which make you really angry when you read about them in the press.

8—APRIL 1964. Essay I - Autobiographical

(42) A row at home in which you were involved.
(43) Show how somebody became your friend.
(44) Describe some of the memories of your own childhood choosing those which bring out most vividly what it felt like to be a small child.
(45) Look back over the past year or so and select an occasion which for any reason stands out sharply. Set it down as you remember it.
(46) "Myself at 16". If you wanted to record for your own interest what it is like to be 16 (or whatever you are now) what would you write?
(47) "The difficulty of deciding". Illustrate this from some incident in your own experience.

SET 9—MAY 1964.

State the topic you are writing about at the head of your composition.
(48) In this piece of writing we are interested in the way you can select, arrange and express facts, particularly facts about things that you are familiar with from first hand experience.

H - 3
Schools Council Exam. Bulletin #12

Essay II . (2)

Write an informative article on one of the following topics or on *any other topic you feel qualified to write about from your own knowledge and experience.*

Telstar
Motorways
Cosmetics.
Ten-pin bowling.
Ordnance survey maps.
The marketing of pop-records.
Recent changes in fashions in clothes.
Building development in your area.
Recreational facilities for young people in your area.
The election policy of one or more of the political parties (facts, not opinions).

SET 10—JUNE 1964.

(49) Read the following extracts and write what is suggested to you by one of them :

(i) As I walked out one evening,
Walking down Bristol Street,
The crowds upon the pavement
Were fields of harvest wheat.

(ii) To be imprison'd in the viewless winds,
And blown with restless violence round about
The pendant world..... .

(50) Discuss the arguments for and against staying on at school after 'O' levels.

(51) A survey is being conducted of the spending habits of your age-group. From any facts you know about yourself and your friends write an account which would be useful as evidence.

(52) The great train robbery : give the facts as you know them.

(53) In the background is a ruined building or the empty house of a deserted street. In the foreground is an old man... Describe what you saw and what you thoughts as you saw it.

Instructions to markers (for pooled assessment)

(1) Each script will be marked independently by two markers. Please enter marks on mark sheets and do not make any mark on the scripts.

(2) The range of marks is 0 to 10. Please use the full range (i.e. 10 and 0 are both possible marks).

(3) We suggest you begin by sorting say up to 50 scripts into 11 piles and re-reading them to allot a final mark. After this you will probably find you can mark the remainder on the first reading.

(4) Please use the criteria by which you normally mark compositions, and let us know as nearly as you can what they are.

(5) It's important not to be bored! If you find this happening take a break.

(6) The total number of scripts is approximately 550, of which we are sending you half. We hope that both markers can complete this batch within two weeks. This gives you some indication when you may hope to receive the remainder.

H - 4
GCE, O-Level Exam., English Language
1975

1. COMPOSITION (50 marks). Write a composition on *one* of the following subjects.

Choose a subject about which you can write interestingly; plan your composition according to the nature of the material and the form (narrative, descriptive, discursive, etc.); write in an appropriate style; and take care with grammar, spelling, and punctuation. Your composition should be 450 words or more in length, but, apart from that, will be assessed on the quality, not the quantity, of what you have written.

(*a*) The last day. (Write a story concerning the last day in, for instance, the life of some person, political institution, country, or the world.)

(*b*) If you had to prophesy what the lives of *two* of your friends would be like when they are forty years of age, what would you write?

(*c*) The Black Sheep of the Family.

(*d*) What social work still needs to be done in this country, in addition to that carried out by voluntary organisations such as Dr. Barnardo's, Shelter and Age Concern?

(*e*) At odds with everybody. (Write a story or an account where this situation is the main point of the events recounted.)

(*f*) The terraces.

(*g*) Write a short play by continuing the dialogue below in a manner which seems to you to be interesting. (*Do not copy out the extract before you begin your work.* You are advised to continue its method of setting out the conversation. If you wish, you may introduce one or two more characters as you write.)

Dominic, tall, stout, and grave, and dressed as a butler, comes in. After a moment the Staff materializes suddenly – two footmen and two chambermaids. They stand in line.

Dominic: The blue room in the east wing is ready?

The Men: Yes, Mr. Dominic.

Dominic: The white room in the west wing is ready?

The Women: Yes, Mr. Dominic.

Dominic: The procedure will be as before. That will do.

The door bell rings. Dominic answers it and returns with Leonard, dressed in a heavy coat. He is clearly taken by surprise when he sees the interior of the house.

Leonard: Oh – er – is this – er – an hotel? We've had a breakdown on the bend. My chauffeur, Saunders, said that Anne and I could put up here.

Anne (from outside): Saunders has gone, Leonard.

Leonard (turning round): Gone? What the . . . !

Dominic: Saunders was perfectly correct. This is a – er – *sort* of hotel.

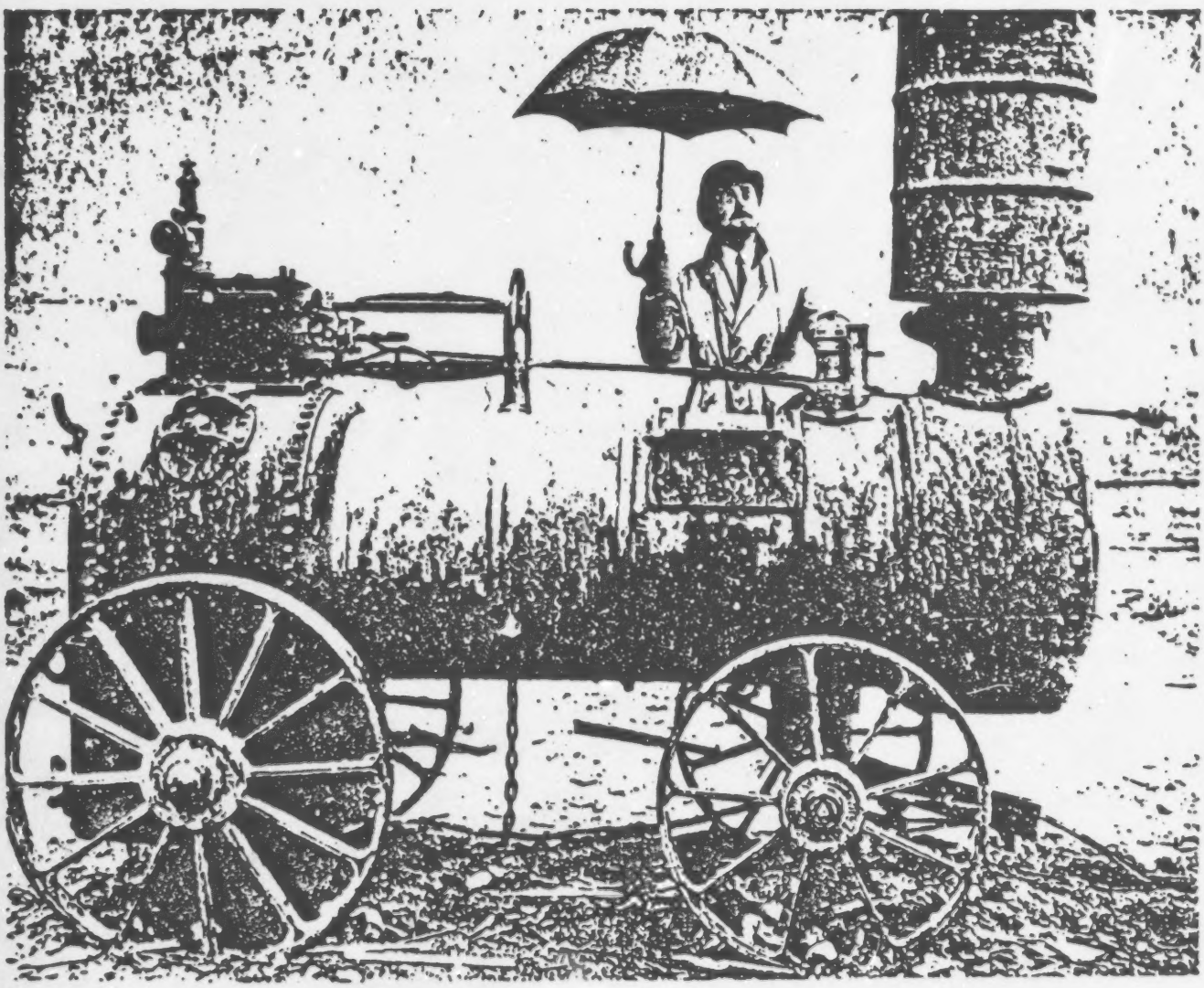
(*h*) Write a story, a description, or an essay suggested by *one* of the pictures on the accompanying sheet. (Your composition may be directly about the subject of the picture, or may take only some suggestions from it, but *there must be some clear connection between the picture and your composition.*)

H - 4 (continued)
GCE, O-Level Exam.
1975

UNIVERSITY OF LONDON

General Certificate of Education Examination

JUNE 1975 ORDINARY LEVEL



H - 4 (continued)
GCE, O-Level Exam
1975

APPENDIX I:

NAEP REVISED WRITING OBJECTIVES
Alternative Categories of Written Responses
Writing Report 05-W-02

REVISED WRITING OBJECTIVES

An Outline

I. *Demonstrates ability in writing to reveal personal feelings and ideas.*
   A. Through free expression
   B. Through the use of conventional modes of discourse

3 writing sample

II. *Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.*
   A. Social
      1. Personal
      2. Organizational
      3. Community
   B. Business/Vocational
   C. Scholastic

5 or more writing samples

III. *Indicates the importance attached to writing skills.*
   A. Recognizes the necessity of writing for a variety of needs (as in I and II)
   B. Writes to fulfill those needs
   C. Gets satisfaction, even enjoyment, from having written something well

Objective item attitude questionnaire

A General Description

The set of objectives for cycle 2 represents a restructuring of the cycle 1 objectives. The restructuring will make it possible to do two things not attempted in the first cycle: (1) obtain a view of writing other than, and in addition to, that which is purely functional; (2) demonstrate that many people have an abundance of talent for writing – for verbalizing – even though what is produced may not fit traditional concepts of "writing."

There are two performance objectives (I and II) for the second cycle. While two categories may seem few, they are broad and at the same time inclusive. In a sense *any* number proposed would present an artificial picture, for the consensus among many teachers of writing is that "writing is writing." Breaking down the various writing skills into types and kinds is more often a convenience for those who

write about writing than it is a true description or definition of the writing process. In fact, there is a growing belief that "communication is communication," and that writing should be viewed as only one aspect of the four communications skills – writing, reading, speaking, and listening. With this in mind then, there are two major objectives – categories based, in general, on the basic motivation for writing. To oversimplify somewhat: writing described by objective I comes about because the writer has something he wants to say. Writing described by objective II comes about because the writer has been asked to write or because he finds himself in a situation that requires him to write.

Objective III, not a performance area, continues the work of objective IV in the first cycle of the assessment. Since the goal of this objective is the assessment of attitudes, and since multiple-choice and very-short-answer exercises have often been used to assess attitudes, such exercise types will be used in cycle 2.

I. *Demonstrates ability in writing to reveal personal feelings and ideas.*

Two subobjectives may be identified:

A. Through free expression

B. Through the use of conventional modes of discourse

Exercises developed for this objective will assess ability in self-expression. It is assumed that a good many people produce writing that is either not seen by others or that is not viewed as "writing" because it does not take the form of extended, easily labeled, written communication. Subobjective A, free expression, will especially investigate this latter possibility. In general, respondents will be presented with exercises designed to evoke some kind of written response. The *form* of the response will not, however, be of crucial importance. Some respondents may produce simple one- or two-word utterances; others will produce paragraphs, perhaps extended essays or stories, or poetry. In the hope of producing a variety of responses, a variety of exercises will be developed. The essential feature of this subobjective, free expression, is that it will permit respondents to express themselves freely.

Subobjective B, conventional discourse, is in some respects an extension of IA, free expression, but it is expected that responses to exercises in conventional discourse will assume predictable forms. That is, while an exercise in free expression could call forth any kind of verbal expression, an exercise in conventional discourse would call for one kind rather than another. For example, a metaphor may be an adequate response to an exercise in free expression; but an exercise in conventional discourse is likely to require a letter or a structured prose paragraph. Asked to write anything he likes about happiness, a respondent might write "Happiness is money"; asked to explain what happiness means, he might write several paragraphs of exposition. It is expected that there will be some overlap between the two subobjectives.

II. *Demonstrates ability to write in response to a wide range of societal demands and obligations. Ability is defined to include correctness in usage, punctuation, spelling, and form*

or convention as appropriate to particular writing tasks, e.g., manuscripts, letters.
Three subobjectives may be identified:

A. Social
   1. Personal
   2. Organizational
   3. Community
B. Business/Vocational
C. Scholastic

Writing for objective II communicates information and may conform to a variety of conventions as determined by particular conditions. For this reason, requirements for adequacy will vary almost from exercise to exercise. For example, writing under A1, social/personal, is usually done under relatively informal circumstances; the main criterion for judging adequacy will be the accuracy of the information transmitted and, where appropriate, the tone or the style of communication. Writing for A2 and A3, organizational and community, will usually be done in more formal circumstances and will require a greater degree of correctness because it will be viewed as representative of someone or some organization in addition to the writer himself. For instance, to write a piece that represents only you is one thing; to write a piece that represents your social organization or business, or that is intended to be viewed by a general audience, is another. A flyer brought home from school informing the parents of a PTA meeting would be representative of A2 or A3, while a simple friendly letter or a written invitation to a party would be representative of A1. All business correspondence would be representative of IIB.

Under subojective IIC, scholastic, will come writing that is usually done in connection with some kind of school work; that is, writing done in a prescribed manner for specific purposes, such as the book report or examination essay response. Such writing is judged by conventional textbook standards, and might therefore be assessed in some degree at least in terms of spelling, punctuation, rhetorical organization, etc.

III. *Indicates the importance attached to writing skills.*
Three subgoals may be identified:

A. Recognizes the necessity of writing for a variety of needs (as in I and II)
B. Writes to fulfill these needs
C. Gets satisfaction, even enjoyment, from having written something well

The important distinction between these writing subobjectives and the preceding objectives is that they focus upon *attitudes* about writing and upon typical writing *behavior* rather than upon the effectiveness or quality of the performance.

The first subobjective, to recognize the value of writing, is concerned with the respondent's awareness of the importance of writing in his own daily life and for society in general. For example, does he recognize that he can record and transmit his feelings and ideas? Does he realize that he must do some writing in order to perform

many normal functions. The major difference between this goal and the others under III is that it asks the repsondent to recognize the value of writing even though he may be unwilling, or unable, to produce it. Although this goal is valid for all age groups, there is more stress at the lower ages upon the appreciation of general principles (e.g., recognizing the importance of writing as communication) than upon differentiating various facets of those principles.

The second and third subgoals stress the belief that at all ages the individual should be willing to write in response to impulse or requirement. He should get satisfaction and, it might be hoped, enjoyment, from writing something well. Though the nature and level of difficulty of *what* is written will vary according to age, it is important that all individuals should be able to write on appropriate occasions and should find satisfaction in achieving a level of performance that they and possibly others recognize as meaningful.

A Detailed Description

1. *Demonstrates ability in writing to reveal personal feelings and ideas.*

   A. *Through free expression*

   Free expression here means any form of written discourse in which the writer chooses to express his personal feelings or ideas. One writer may feel freest, most natural, expressing himself in a simple lyric; another may choose the expository paragraph. The stimulus for evoking this kind of writing may arise out of a real or an imagined situation so long as it can be made personally relevant. It may be recorded in a diary or take the form of a note to oneself or a friend.

   Age 9

   The nine-year-old writer is naturally imaginative. His vocabulary, though limited, is concrete; he shows a distinct ability to express his feelings in vivid images. His control over the conventions of spelling and syntax is minimal, and his handwriting relatively unformed. This is truer of boys than of girls. The example below is a child's response to the statement presented orally:

   "Tell about a time when you were scared because you saw something that seemed very strange to you."

   For Example: "During the storn it looked like a big giunt was choking our mapel tree, it was scarey."

   Age 13

   The thirteen-year-old's writing generally exhibits some of the qualities or mature conventional writing. His writing vocabulary is more limited than his reading vocabulary, but shows an increased use of abstract words or a frequency of slang expressions. Simple sentence forms are the more common syntactical patterns; sentence fragments are a frequent feature of any sustained discourse. In free-form expression, the thirteen-year-old writer will likely reveal an awareness of emotion and self in relation to his environment. The following is an example of a private communication from one eighth grader to another.

CHAPTER 4

FINAL OBSERVATIONS

A study of three short writing tasks cannot provide support for definitive statements about the expressive writing capabilities of American students, but i is sufficient to warrant some general observations and questions.

The objective for these exercises is that respondents "reveal personal feelings and ideas." Even though about half the respondents can communicate emotions or at least a sense of mood, rarely do they go beyond an indirect communication of "personal" feelings. There is nothing wrong with indirect revelations, especially given the assessment situation. In the first place, knowing about your own emotions and ideas is a sophisticated accomplishment. Secondly, many people are reticent even to verbalize such feelings to close friends, let alone to write about them to strangers. Finally, students are more accustomed to being asked what they know, not what they feel. They may not consider creative writing to be a vehicle for such expression. However, the inability to structure and organize their writing prohibited half the respondents from communicating even an indirect expression.

There do appear to be some students who write well regardless of the assignment. Females and students in the high-metro and highest parental-education categories are more likely to possess the integrative tendency at an early age and write consistently better in each age bracket. It seems more of them understand the writer-audience situations proposed in these tasks and have a sufficient command of writing strategies and conventions to write effective pieces. At all ages, students in the low-metro schools, blacks and students whose parents have had little education do not, as a group, write as well as others their age; furthermore, they fall farther behind as they grow older.

Some interesting observations can also be made among age groups concerning the development of writing skills and the effect of a structured assignment on those skills. The music exercise was the least structured; it merely asked the respondents to react to a piece of music. In contrast, the boat exercise gave specific instructions concerning what the respondents were writing about and to whom they were writing. At age 9, the amount of structure in the exercise seems to have little influence on the quality of the essays; about 10% of both the music and the boat essays were organized. At age 13, one-third of the essays were organized and integrated. Once again, the amount of structure in the exercise makes little difference in the quality. It is apparent, however, that between the ages of 9 and 13 a large proportion of the students develop the capacity to organize and integrate details in order to communicate their feelings coherently. At age 17, the amount of structure in the exercise did influence the integrative quality of the writing. On the music exercise, 17-year-olds did no better than 13-year-olds; about one-third at each age wrote competently. On the boat exercise, however, over half the 17-year-olds wrote coherent essays. Between the ages of 13 and 17, it seems that the development of transitional and integrative writing skills can continue, but more structured tasks are necessary to encourage that development. Seventeen-year-olds still have trouble connecting their own thoughts to form an organized and forceful statement. The ability to write within